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ABSTRACT

The product of a workshop conducted on the Fort Hays Kansas State College campus in 1971, this handbook was developed and published as a source of information for teachers of migrant children in the State of Kansas and for other persons interested in the education of each migrant child. The handbook encourages continuous progress and a nongraded organization and emphasizes individual instruction. Chapter 1 provides a comprehensive history of migrant education in Kansas and nationally, including the geographical location of migrant programs in Kansas in 1970. Discussed in the second chapter is the administration and organization of migrant education, including public relations (parental involvement), primary education, intermediate grades, program directors, contact personnel, teachers, teacher aides, teacher specialists, librarians, school nurses, school food personnel, school custodians, school bus drivers, and school secretaries. Facets of the curriculum discussed in chapter 3 are art, field trips and realia, health and safety, language arts, mathematics, music, physical education, science, and social studies. In chapter 4, the conclusion, a letter to the State Consultant on Migrant Education describes the children's reactions to the library program at Sharon Springs, Kansas. Books for teachers' use, books for children's use, periodicals, posters and kits, and films and filmstrips are included in the bibliography. (HBC)

A Handbook For MIGRANT EDUCATION PROGRAMS IN KANSAS

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FORT HAYS KANSAS STATE COLLEGE

The Child Has The Leading Role. . .

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A HANDBOOK FOR MIGRANT EDUCATION PROGRAMS IN KANSAS

Compiled by

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Department of Education

Fort Hays Kansas State College

in cooperation with the

State Department of Education Title I Section

Published from Title I of E.S.E.A. Migrant Education Funds

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FOREWORD

It has become increasingly evident that classes for the children of migrant workers have become an integral part of the educational program of Kansas Schools. It is also fortunate that educational agencies of Kansas have recognized the importance of developing relevant educational programs for migrant children and that these agencies are devoting energy and financial assistance to this endeavor.

The Department of Education of Fort Hays Kansas State College is committed to meeting the needs of the public schools in the area it serves. The College has been especially pleased to have had the opportunity to participate with the State Department of Education in several projects designed to develop curriculum for migrant children and to improve the preparation of teachers of the migrant.

The Handbook for Migrant Education in Kansas is the product of a workshop conducted on the Fort Hays Kansas State College campus spring semester, 1971. The professional competency of college instructors and consultants will be recognized in the publication. Likewise in evidence is the knowledge and practical experiences of teachers and administrators who work in migrant education programs. The combination has produced a Handbook which may be used as a guide for migrant education programs in Kansas.

W. Clement Wood

W. Clement Wood, Chairman
Department of Education
Fort Hays Kansas State College

PREFACE

This Handbook was developed and published to be used as a source of information for teachers of migrant children in the State of Kansas and for other persons interested in the education of each migrant child. Various sections of the Handbook were written by students in migrant education courses at Fort Hays Kansas State College, Hays, Kansas, spring semester, 1971.

Throughout this handbook the teacher will be aware of the importance of a philosophy which encourages continuous progress, an organization that is nongraded, with an emphasis on individualized instruction. This program for migrant children was developed with the migrant child as the focus and children requiring varying degrees of compensatory education.

Each school district develops a migrant educational program designed to meet the special needs of the children in that school system. This handbook is not exhaustive, therefore, teachers are encouraged to use it as a guide, as a "springboard" to the implementation of new ideas, new experiences, and ways of working with children.

In considering all aspects of an educational program to educate this migrant child, we as educators must always keep foremost in our thinking "the child has the leading role."

Edith Dobbs
Associate Professor of Education
State Consultant on Migrant Education

ACKNOWLEDGEMENTS

The Department of Education at Fort Hays Kansas State College in cooperation with the Kansas State Department of Education produced the Handbook for Migrant Education in Kansas. The project was directed by Dr. Edith Dobbs, Associate Professor of Education; assisted by Rozeene Lyon, Special Reading teacher, Great Bend, Kansas; and Harold Sodamann, Elementary Principal, Great Bend, Kansas.

Mr. Glen Atherly, Consultant Migrant Education; Mr. Clyde Ahlstrom, Program Evaluator; and Mr. Kenneth Gentry, Director Title I, Kansas State Department of Education, helped the college staff with the Handbook.

Mr. Ray Rodriquez State Consultant Kansas Migrant Program read the Handbook and made innumerable suggestions and corrections.

Students involved with the project include: Mrs. Bethel Amerine, Goodland; Miss Wanda Deges, Grainfield; Mr. Roger Dunlop, Lakin; Mrs. Elaine Ellison, Goodland; Mr. Larry Grosdidei, Kansas City, Kansas; Mr. Richard Gring, McCracken; Mrs. Cleo Hamel, Hays; Mrs. Cletes Hammerschmidt, Hays; Miss May Beth Herndon, Hays; Mrs. Betty Hester, Bucklin; Mrs. Dorothy Hughes, Palco; Mrs. Esther Horne, Hays; Mr. Elmer Kellner, St. Francis; Mr. Larry Kinser, Hays,; Miss Dolores Manyo, Goodland; Mr. John Mills, Bonner Springs; Mrs. Dorothy Phillips, Hanston; Mrs. Alberta Radnor, Scott City; Mr. John Rhine, Hays; Mr. Robert Schirer, Stockton; Miss Cheryle Stanton, Goodland; Mrs. Jeanette Tauscher, Hays; and Mrs. Velma Zimbelman, St. Francis.

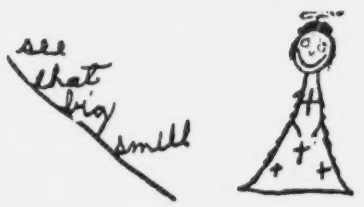
Various Migrant Schools in Kansas generously shared pictures of their programs for the Handbook.

Barbara Billau, Velma Medsker, and Barbara Strowig should be acknowledged for their contribution in the area of music.

Dr. Hulda Groesbeck, Professor of Education, Fort Hays Kansas State College, read and edited the last copy which contributed a great deal to the overall quality of the Handbook.

Mrs. Sherlyn Sampson is to be acknowledged for typing the final copy for printing.

We go to school...



I'm so lucky that I have a niss teacher all my ather teachers wernt as niss as a my teacher I have now My teacher kids a lot with us. I like her (great big smill to) She talkes to us. so friendly to me she seems like a big happy angel She dresses so very niss. I like her hair to. Every morning when I come in she has a great big smill on her face. When more kids come in she has a very very very (big) smill on her face (thats why I call her a niss teacher).

from adele
to
the
niss
teacher

CHAPTER I

HISTORY OF MIGRANT EDUCATION: NATIONALLY AND IN KANSAS

> A migrant child is a child who has moved with his family from one school district to another during the past year in order that a parent or other members of his immediate family may work in agriculture or related food processing activities. He can be considered a migrant child for 5 years after his parents have settled in one place.[1]

Agriculture migratory children constitute one of the most disadvantaged groups of children in American life. These children are "outsiders," segregated from life of the community. They share a mobile way of life and the limitations it places on stability. They travel with their parents sometimes a thousand miles at a time. An estimated 300,000 children have parents who are migrants.

Prior to Federal programs, private organizations and certain public schools provided services and cared for some of the needs of migratory farm workers and their families. The most extensive interdenominational field program to aid migratory farm workers has been the national Migrant Ministry Program, extending its services since 1920. The Migrant Ministry Program extends services to state units through regional and area field staff. There are, presently, a total of thirty-eight state committees to maintain relationships with migrant families and develop direct programs. In the current program, the Migrant Ministry involves a staff of six hundred and a corps

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[1] Questions and Answers: Program for Migrant Children Under ESEA Title I, 1970, p.3.

of fifteen thousand volunteers for various types of direct services for approximately 200,000 migrant people.[2] Today, throughout our country, increasing attention is being directed to extend and improve the educational opportunities for migrant children. Programs are being developed to meet the specific needs of the migrant children and their families.

In 1966 Congress passed an amendment to Title I of the Elementary and Secondary Act of 1965 to provide, on an allocation basis, separate funds for the education of children of migratory farm workers. Funds were allotted to improve educational programs and offer supplementary services to these children. Today more that 235,000 migrant children receive educational and special supplementary services under Title I.

Title I migrant programs concentrate on identifying and meeting the specific needs of migrant children through remedial instruction, health, nutrition, psychological services, and cultural development. Special attention in instructional programs is given to development of language arts, including listening, speaking, reading, and writing.

Each State Department of Education submits its plans and cost estimate for migrant education projects to the Office of Education for approval. Funds are granted to SEA's for assistance in educating migrant children in accordance with Section 103 (a) (6) of the Act which provides:

> "A State educational agency which has submitted and had approved an application under Section 105 (c) for any fiscal year shall be entitled to receive a grant for that year under this part for establishing and improving programs for migratory children of migratory agricultural workers ...."

Each year's allotment is based on a formula which estimates the number of migrant children in a state and per pupil expenditures.[3]

---

[2]The Migrant Ministry, p. 11.

[3]Legislation: Elementary and Secondary Education Act of 1965, P.L. 89-10.

Children of migrant agricultural workers have special needs because of their frequent moves and absences from school. Through Federal programs and aid from private groups, these children can be prepared to live with equality and security with their future.

Each summer migrant workers come to Kansas to work in the sugar beet fields of the western part of the state and work for employers engaged in truck gardening in the eastern section. Most of the migrants that work in Kansas are of Spanish-American descent.

Prior to Federal and state migrant educational programs, around 1,500 migrants of the approximately 28,000 unskilled-to-semi-skilled migrants in the state each year received services through church ministries. The Migrant Ministry program has been in effect in the state since 1920. In 1961, the national Migrant Ministry reported that churches in Kansas were part of the "team" made up of local Migrant Ministry committees. In 1962, interest grew in expanding the ministry of the Kansas part of the "team." An offer came from the State Board of Health to augment the program in the Garden City-Holcomb area with a Child Care Center conducted by Kansas State University. The Migrant Ministry in Kansas has helped bring together the resources of the community and government agencies to help the migrant by improving sanitation and housing conditions, providing health services, and providing day care for the children.[4]

Presently, there are a number of attendance centers in Kansas for migrant children operating under Title I migrant programs. Several of the migrants in these communities were first served by religious groups. In 1961, the Ulysses Ministerial Association ran a summer Bible School Program

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[4]Pamphlet: Migrant Ministry Through the Kansas Council of Churches.

for the migrant people. The Ulysses Ministerial Association and the school jointly sponsored the first two summer programs funded by the Federal government in 1967 and 1968.

The migrant program in Lakin has operated since 1961 and was first chiefly operated on a voluntary basis, sponsored by the churches of Lakin and Deerfield. The Office of Economic Opportunities provided Federal funds to be used for education of migrant children and funds were provided by this office until 1966. The 1967 summer term was placed under Title I funds from the Federal government.

A program for migrants was started in Leoti in the summer of 1962 and was sponsored by the Migrant Ministry. In 1965 the Leoti Community Services under O.E.O. funds were formed. The programs in 1966 and 1967 were a cooperative effort by Leoti Community Services and U.S.D. No. 467, and has operated until the present time under that effort.

The migrant program in Holcomb began in July, 1962. Classes were held in the Holcomb School building, but were sponsored by the Council of Churches. In 1965-66, O.E.O. funded the project. From 1967 on, the program has been funded by Title I.

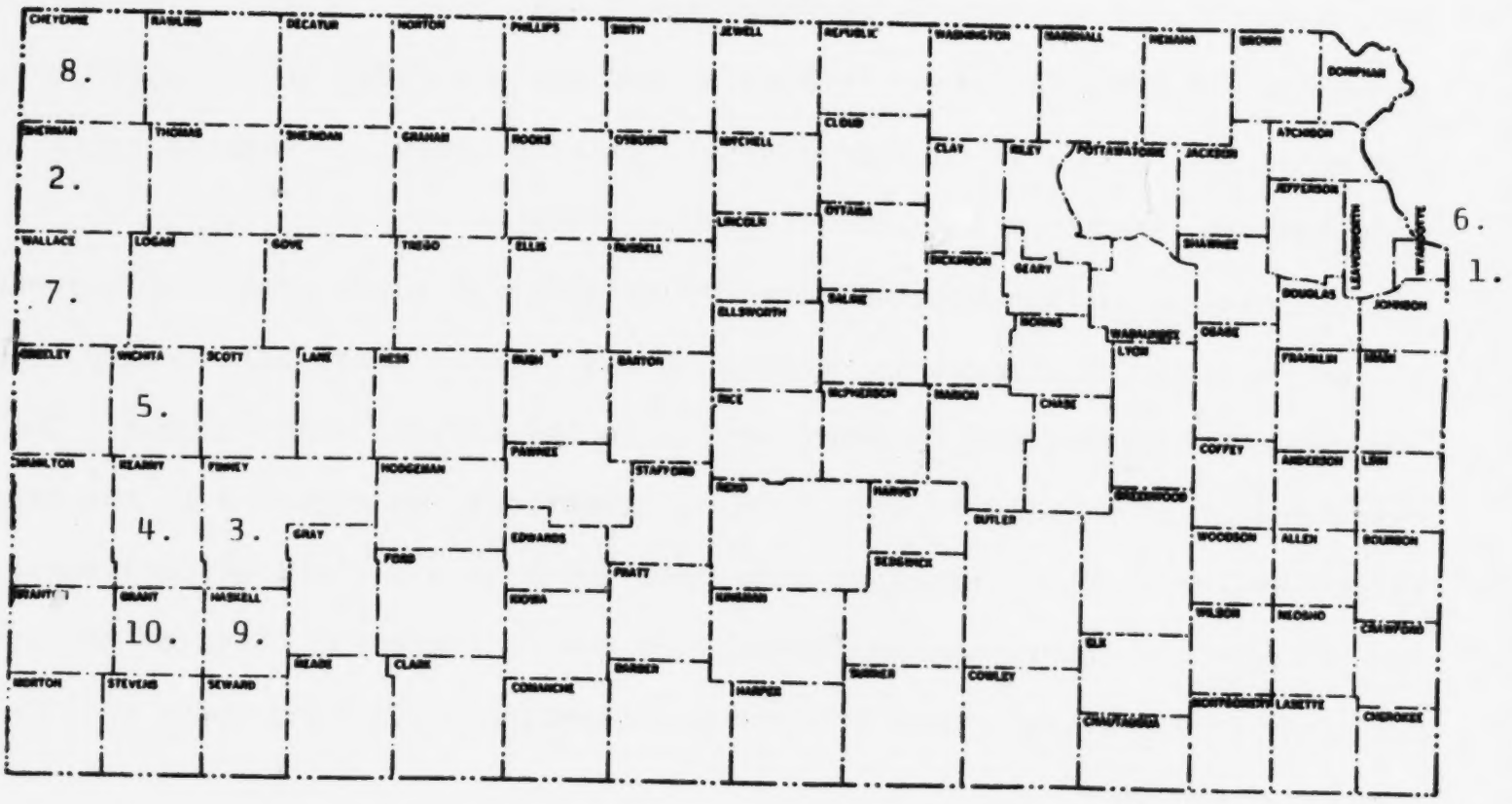
Sublette's migrant program began in 1967, and it has been Federally funded. The program begins the first of June and runs for a six-week period.

Sugar beet raising in Cheyenne county began in the summer of 1968. Plans for summer school for migrant children were undertaken. A six-week summer program has been put into effect and is funded by the Federal government.

The Kansas migrant educational program was established and coordinated by the State Educational Agency in 1967. Stress was put on three common goals: 1) oral language experience, 2) cultural experiences, and 3) health experiences. Local educational agencies were set up and each established agency made these goals the core of their program.

Geographical location of migrant programs in Kansas in 1970:

KANSAS



1. Bonner Springs----------Wyandotte County
2. Goodland----------Sherman County
3. Holcomb----------Finney County
4. Lakin----------Kearny County
5. Leoti----------Wichita County
6. Piper----------Wyandotte County
7. Sharon Springs----------Wallace County
8. St. Francis----------Cheyenne County
9. Sublette----------Haskell County
10. Ulysses----------Grant County

In the 1967 school year, six school districts were operating under Title I Migrant Program with 447 children participating. In 1970, ten local agencies conducted Title I attendance centers. The teacher-pupil ratio in all attendance centers combined, averaged 1 to 12.7. The teacher aide-pupil ratio was 1 to 11.5.[5]

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[5]Kansas Annual Evaluation Report. 1970.

Several types of In-Service Training Programs for Migrant Education staff members are held each year. Migrant Education courses for teachers teaching or interested in teaching children of migrant agricultural workers have been offered since 1969 at Fort Hays Kansas State College. In-Service workshops for administrators, teachers, and teacher aides are annually conducted in the spring at various migrant training centers. Regular staff meetings are conducted in each attendance center.

In evaluating the program, concern is given to pupil progress in areas of instruction, to changes in children's and parents' attitudes toward the educational program, and to improvements in the child's self-concept. The responses of each child to the learning situations, as recorded in the progress record by the teacher, provides data upon which to asses the effectiveness of the program. Teachers and administrators are in concensus that, in the most part, achievements have been commendable, particularly among those children in regular attendance.

CHAPTER II

ADMINISTRATION AND ORGANIZATION

Public Relations - Parental Involvement

Emphasis will be placed on family involvement in all cases where members of the family can contribute to the school and community. Parents of migrant students should be encouraged to visit and become familiar with the program. Members of migrant families may contribute to the understanding and improvement of migrant educational programs as teacher aides, recreational aides, and nutritional aides. There will be more interest in migrant projects if parents are involved in the educational program. This will build the self-image in the parent and he will be more able to help the children with their education in the home.

The community needs to be involved for better public relations. Many of the adults in the community have expressed a desire to meet with the Mexican families for lessons in Spanish conversation. This type of program might be established.

The more the resident classmate and the migrant child can be together, the quicker will he overcome the language barrier. Migrant children may join the little league ball teams, go to the public swimming pool in the afternoons, visit children on the farm, and other similar experiences. These activities, if successful, will build in them the ability to belong and feelings of acceptance.

Migrant parents may be involved as an advisory committee in planning the educational program for the migrant child. Parents are acquainted with the

needs of the child and are interested in the accomplishments of the program. Volunteers from the community may be called upon to assist with field trips, trips to dentist and doctor, and to furnish transportation for the trips.

The teachers may use every opportunity to place children's work into the home. Children may write notes to mother on an attractive card and read it to her in the evening. Every community will vary in ideas.

Primary Education

Migrant children many times live in an environment which is not verbally oriented; in which there is a scarcity of objects and materials. Experiences are limited, and there is too little stimulation to observe, to increase verbalization, or to increase knowledge and understandings. In too many cases there is a lack of real desire for learning.

The migrant child is often left alone in the home or with an older brother or sister while mother is in the field. He needs to have proper food, rest, and toilet habits. Attention to such needs promotes the physical health which is essential for proper learning.

In the primary school the child is in the center of the picture. Basic needs and their expression by children are:

Need	Expression
To love	"I love my puppy."
To be loved	"She loves me."
To belong	"That's my class."
To have self-confidence	"I can do that."
To discover	"Oh! That's what happens."
To create	"See what I made."
To know success	"I finished my work."

The teacher can build concepts by speaking, observing, listening, creating, and playing with the primary child. An individualized program shall be planned which provides for language development, cultural experiences, and health education.

Many of the pupils need adult assistance in bodily care. Others need the emotional support of older brothers and sisters to remain in the classroom. Teachers and aides will be kept busy helping the pupils make friends with one another and finding materials or toys which appeal to each one.

Kindergarten seems the obvious place for helping children fill the educational lag found in migrant children. These children are filled with curiosity and enthusiasm and are eager to succeed in social living and to advance in the development of their personalities.

The cheerful personality of the teacher sets the emotional tone of the classroom. She creates the informal, happy environment in which children can grow and develop. The curriculum includes many verbal and visual activities, field trips, choices of things to do, listening experiences, stories, music, art activities, health projects, and other experiences that would help meet the needs of these children. The children should have a mid-morning and mid-afternoon snack to include fruit, fruit juice, or milk. They also need a rest period after the snack period.

General objectives found in a kindergarten program are:

1. To guide students into experiences that are pleasant and satisfying.

2. To help students grow in self-understanding and independancy by:

   Using materials of self-expression: clay, paint, pegs, puzzles, dressing frames, perceptual activities.

   Role playing: interest centers.

Physical education: walking board, parallel bars, mat work.

3. To build relationships by:

   Cooperative play and games

   Developing an attitude of trust toward teacher and peer group

   Learning to share and take turns

   Learning good and polite manners

   Room parties and birthday time

4. To use and develop the power to communicate and think by:

   Listening to the children

   Listening to and re-telling stories

   Cooperative stories

   Readiness experiences

   Group evaluation

   Field trips

5. To build an increasing awareness and knowledge about "their" world by:

   Studying about: home, farm, community, and zoo

   Using films, pictures, stories, and songs

   Dramatic play

After having the kindergarten experience, the migrant child will present evidence of a great deal of growth in his social performance, his listening ability, and in eagerness to participate in individual and group activities when entering the first grade.

In the migrant school it is necessary to use the non-graded approach. The background and experiences of the children vary according to their past education, their homes, and the community in which they live.

Outstanding advantages of a non-graded program are:

1. It provides an opportunity for every child to learn according to his own growth pattern.

2. It allows each child to establish a pattern of success in school experiences.

3. The faster moving child will not have to mark time at artificial grade barriers.

4. The slower moving child will be permitted to progress with satisfaction and success at his own rate.

5. Each child will have the benefit of a curriculum adapted to his growth pattern.

The six-year-old child craves status with older children in the school, and this he thinks he will gain by learning how to read and write. He feels quite grown-up when he sits at his own desk in which he is responsible for keeping his work materials. He is ready to accept new patterns and responsibilities.

The migrant six-year-old child may be taught to read by many different methods if he can speak English. The teacher needs to be sure that the child is ready to read. The migrant child's experiences probably are far from the expectations of the regular classroom teacher, so every effort must be made to provide appropriate reading materials geared to the individual child's interests and instructional level.

The seven-year-old migrant child is eager to set up group goals. He accepts group decisions. He learns to work in groups and to accept the role of a leader. He likes to read in groups. Reading skills and accuracy in comprehension make rapid growth during this period.

The eight-year-old has developed into an independent worker, if he has been in regular attendance at school. He can stick to a job until it is finished. He has developed the habits for becoming an independent reader.

Intermediate Grades

The achievements of any individual migrant child will be extremely uneven in the intermediate grades. The degree of achievement will depend upon both the level and rate of the child's maturation as well as upon his experiences.

Intermediate grade children enjoy gangs and clubs. Boys are very boisterous, while girls are quite feminine. Girls are beginning to show more physical development than boys. Many children have developed a reading facility which makes it possible for them to read widely for information and enjoyment. If a child has reading disabilities, they should be diagnosed and remedial teaching prescribed.

This age child becomes increasingly independent. He often resists the teacher or parent who tells him what to do without enlisting his aid in the decision being made. Children this age want to belong to their peer groups and feel they must be as much like them as possible - in dress, in manners, even in slang usage. The child develops independence in reading. He enjoys fiction as well as non-fiction stories. He is interested in people, in the community, and in the affairs of his country and the world. If he is properly guided, he will develop into a contributing citizen.

These children show marked physical maturity and each has his own interests and needs. It is one of the most challenging groups a teacher can have. The teacher needs to take responsibility for identifying particular needs of the class and to plan carefully the techniques to be used to meet the needs. The instruction and practice designed to develop increased skills must be flexible as there is no way of predicting exactly when or how the class will react to a new or more difficult task. Help is given to the individual or groups when it is most effective.

The following goals may be useful:

1. To help each child find satisfaction in learning.
2. To help each child realize that subject matter skills are tools he should use in meeting and solving problems.
3. To help each child develop self-confidence.
4. To help each child think imaginatively and openly explore his ideas, interests, hobbies, etc.
5. To help each child free himself to explore the resources of the school as well as develop his own potential.
6. To help each child assume responsibility for his own learning.

Director of the Program

The director of the migrant school program has a position of great responsibility. A great deal of the learning which takes place in school comes through cooperative endeavor. A pupil's knowledge and behavior will reflect the way his parents, his teachers, and his associates behave and act. The climate created by the combined efforts of a school staff can either promote or thwart the learning process. The Migrant Director needs to be skillful in human relations. He needs to be a "caring" person and develop desirable attitudes toward migrant children among his staff and school personnel.

The modern migrant school requires democratic leadership. To develop a democratic atmosphere and to bring about a co-operative method of meeting problems is the director's responsibility. The basic supervisory task is to set up environmental factors that are conducive to the continuous growth of the staff, to provide for exchange of views and information among them, and to encourage them to help one another by capitalizing on their own resources. Teachers grow most when they become enthusiastic about improving something which they themselves feel needs to be improved. Through cooperative attacks

on real problems of concern to teachers, attitudes are modified, teaching efficiency improves, and everyone involved learns. Giving leadership to efforts of this character is the director's primary responsibility.

The director also has a responsibility for bringing parents into a constructive relationship with the school program. This involves parent-teacher planning based on a thorough understanding and acceptance of the goals of the school on the part of both teachers and parents, together with an appreciation of the methods employed in achieving these goals. The director, all school personnel, and the parents working together can provide consistency in the learning experiences for the child.

The entire school staff should be a positive force in promoting the welfare of the migrant pupils. All employees in the building should be included in the school's social life. The employee's entire dedication should be to the education of children.

The director is the key person in insuring proper care of the school plant. It is his duty to insure the safety of children, to see that sanitary conditions are maintained, and that acceptable standards of heating, lighting, and ventilating are observed. The plant should serve the educational aims of the school. It is the director's responsibility to provide for playground organization and supervision.

The director is the business manager of the migrant school. He provides all supplies, books, and equipment needed to support the program. He cares for the cafeteria services. He keeps all records. He makes required federal and state reports.

The curriculum for the migrant child should constantly be studied to seek the best possible improvement. Some projects may prove successful while others need to be discontinued. Each year as education for the migrant child progresses, the curriculum will face change.

The school program itself is the biggest factor in building good public relations. If the public is satisfied that children are getting an excellent education, their enthusiasm will be great. School opportunities and school needs can be given to the public by the use of the newspaper, radio, PTA meetings, and special bulletins to parents. The director must be a versatile individual able to fulfill all the responsibilities demanded of him and possess such qualifications as a regularly certified school administrator.

Contact Personnel

The contact person should be a bi-lingual person or should employ an aid or an interpreter who is bi-lingual. Together they will make home visits and explain the migrant education program available in the local community. The contact person might aid in enrolling the children in school. He will get all the necessary information. This information includes birth date, birth place, parents, and previous schools. This person will inform them of bus arrangements for sending and returning children to and from school.

The contact person will counsel with parents and pupils regarding school policies and procedures. He may collect data and prepare reports and charts which will be presented to the faculty to gain a better insight into the migrants' educational problems.

The contact person can establish a permanent rapport with parents when visiting them daily. Through local resources he can provide the needy with clothes, shoes, food, and counseling service. He may provide for incentive to leave the migrant stream and find permanent employment.

The contact person may identify causes of absences. Examples:

(1) babysitting with younger siblings while parents are working in the fields;

(2) older children working in the field to supplement the family income;

(3) a reluctance to get ready for school and attend.

The contact person may counsel parents about the needs of regular attendance. The school attendance problem needs constant study.

The Migrant Data Bank, Little Rock, Arkansas, will provide current information on each student as he moves from place to place. The contact person through the office secretary may call the terminal for their district and receive the requested information the next morning. It provides educational and health information within 24 hours. This will give the school an idea where to place the child in school.

Teachers

A teacher, to be effective as a teacher, must have an understanding of the historical and cultural background of the children with whom he is to be involved. To do this, he must develop sensitivity towards the various factors operative in the child's world. He must know that child's strengths, his weaknesses, and his individual educational needs. The ability to be an academic specialist who presides over a classroom is not in itself, enough. Rather, the teacher must be a "caring" person, must understand the child in the context of his environment, must sympathize and empathize with the child in his culture. The teacher, in fact, must be involved.

Education is the greatest area of neglect for the migrant child. Because of his mobility, the migrant child is usually below grade achievement for his age. He is frequently further handicapped by being culturally disorientated to the teaching materials in common use. Since he has seldom experienced a sense of achievement, he suffers from insecurity and anonymity. The teacher

needs to know the feelings, needs, and interests of the child, and needs to provide materials which will develop his self-image. The teacher must have genuine enthusiasm in his teaching.

Teachers who function with migrant children have a better understanding of why these children react as they do to the world that they are thrust into in the schools. It is imperative that:

1. Educators become aware of the complex factors which perpetuate the culture of poverty, a culture which extends from generation to generation, from home to school and back to home.
2. Educators broaden the definition of the classroom to encompass the total home-school-community relationship.
3. The feelings of the migrant towards the school and towards the community is understood.

It is only when teachers understand the richness of the migrant child's heritage and develop genuine empathy for others that they can begin to teach.

Teacher Aides

The main duty of all aides in migrant programs should be, above all, the individual help each can offer to migrant children. Although there are many housekeeping tasks that consume much of the teacher's instructional time, aides will primarily be utilized to help the teacher reach each child wherever possible. Many migrant children require a one-to-one relationship to bring about their best response to instruction.

Aides may be called upon to duplicate materials, take attendance, and perform record keeping tasks. Nevertheless, migrant children needing individualized help should benefit from the aide in the classroom. Aides should not be required to take home school tasks that can be performed at school. Aides should be fully aware of their responsibilities regarding discipline and teaching assignments.

A successful program needs and actually demands planning periods where teacher and aide can discuss, evaluate, and plan daily work. Units of instruction require more preparation through the nature of their presentation.

It is necessary that aides be involved in pre-service or in-service training workshops with teachers at the time consultative services are being received. Teachers may also benefit by having individual orientation sessions with aides before the beginning of educational programs. Whenever aides are used in the proper manner, they can provide an invaluable service to teacher, student, and school.

Members of the migrant families can contribute to the understanding and improvement of Migrant Educational Programs as teacher aides, recreational aides, and nutritional aides. This provides the opportunities and stimulation for personal and educational growth. The educational growth will be taken from the school into the home.

Teacher Specialists

Guidance ---

A school psychologist may be employed to evaluate the learning potential, and attitudes toward learning of the migrant child. The information will assist the school staff in academic guidance, grade placement, and organization of remedial classes. Many of the reports and findings of the school psychologist will help in evaluating the total migrant program.

Data for guidance purposes are gathered from several sources. The sources are the teacher, the pupil, the home, the school, and the Migrant Data Bank. The child can be helped in making many personal and social adjustments through the study of the data collected.

Special Reading and Language ---

Since most migrant children come from an environment where there are few reading materials available and their parents may not read or may not enjoy reading, the school needs to surround them with reading experiences. The child may be put into a formal reading class as soon as he is ready for reading.

Special language teachers may give help in verbal communicative skills. The language and reading teacher will use a variety of techniques and materials to overcome the enunciation and pronunciation difficulties of migrant children. Teaching through experience stories gained from a filmstrip or field trip may be valuable. Spelling and writing are taught with the story. Through these stories children learn to listen, speak, read, and write.

The children may also have special music, art, and physical education teachers. These teachers are equally well-qualified to teach in their fields.

Librarian

The migrant school librarian should have the same qualifications as a migrant teacher in the understanding of migrant children. He needs to know the children's interests and abilities in order to help guide children in choice in selection of books. The librarian will work with teachers and school personnel in making it easy for them to use the library.

The librarian will provide attractive, well-equipped library corners, have attractive bulletin boards, and build up files of materials including clippings, pictures, and books on subjects happening or being taught in the classrooms.

The school library plays an important role in the entire migrant school program. Children need to be able to use the library freely. It has a source

of books, pamphlets, magazines, recordings, slides, filmstrips, films, maps, globes, reference books, atlases, dictionaries, and audiovisual projectors for children to use. It is a storehouse of information for pupils and for teachers.

The librarian is a person who loves books, reading, children, and shares this excitement with his associates. He teaches the techniques of library usage and develops a welcome atmosphere where children like to read. The alert teacher will be familiar with the library and the services, and will cooperate with the librarian in helping pupils develop proper library habits.

The migrant child needs many visual aids. The visual aids furnish experiences; they facilitate the association of objects and words; they provide simple and authentic information; they stimulate the imagination; they develop the pupil's power of observation. Audio-visual materials speak a universal language.

Teaching aids are not the whole process of education. They must be supplemented by motivating exercises accompanied by aroused interest and strengthened by personal guidance. The selected aid needs to be pertinent to the purpose of the learner and related to his present interest.

The librarian will teach skills needed for research and this will provide for individual learning. The research lesson involves some instruction--but more individual guidance. Children enjoy the library and learning to use it properly will not only increase their knowledge, but provide for much of their leisure time.

School Nurse

Health programs shall be based on the practical health needs of the migrant children. These needs will cover both physical and psychological needs. The health program will provide complete physicals and follow-up services for all children. Proper nutrition will be stressed for the migrant child.

The school nurse is a professionally trained health person that is available to school personnel. The nurse should:

1. Serve as consultant to the director and staff in regard to the health needs of children.
2. Recommend health items for inclusion in budget.
3. Participate as a consultant in curriculum planning and in-service programs.
4. Have conferences with parents concerning measures for preventing disease and promoting health.
5. Collect all information on students from parents on past diseases, inoculations or vaccinations.
6. Administer the following inoculations or vaccinations to students who have not had them: DPT, DT, Measles (German), Measles (Red), Mumps, Polio, Tetanus, Influenza, Typhoid, and Smallpox.
7. Report all inoculations or vaccinations to the computer Data Bank, Little Rock, Arkansas.
8. Assist the doctor in giving each child a physical examination.
9. Provide the proper follow-up treatment after the physical examination.
10. Make dental appointments.
11. Refer children with vision and hearing impairment for further tests.
12. Teach nutrition during contacts with children and their families.
13. Check school lunch program as to nutritional needs.
14. Instruct school personnel in first aid and procedures to be followed in case of illness.
15. Cooperate with school personnel in maintaining a safe and healthful school environment.

School Food Personnel

The school lunch personnel must understand the nutritional needs of children. They will serve well-planned, balanced meals provided for in the program.

The head cook shall plan the type A lunch menu using guidelines from the State Department of Education on school lunches.

The school lunch provides a natural opportunity for instruction concerning calories and vitamins and what constitutes a balanced diet. Good instruction can help to influence pupils to improve their habits of food selection, to eat new kinds of foods and food prepared in ways that are different from those to which they are accustomed. Such instruction can indirectly influence the kinds of lunches and other meals prepared at home.

The lunchroom should be decorated attractively. The food served should look and taste good. The lunch period provides an opportunity for fun and a chance to get better acquainted with everyone. Teachers have an opportunity to develop the art of conversation. Pupils can learn proper table manners. Children enjoy being hosts and hostesses at a lunch table.

School Custodian

The relationship between the director and the school custodian should be friendly, honest, and mutually helpful. The director is directly in charge of the school and so the custodian is directly responsible to the director for the building and grounds.

Teachers should be willing to help the custodian in every way possible. This provides the teachers an opportunity to teach the children to keep things tidy. Custodians in turn should maintain a cordial, helpful relationship with teachers.

There are many incidents where fine custodian-student relationships have made the custodian's influence as desirable as that of director or teacher in developing good citizenship. This relationship is dependent primarily upon the personality of the custodian and his love of children. The custodian will help children in time of need, he will encourage them to obey school policy, he will laugh and joke with them at proper times, and he will report to the director any violations of school regulations as he observes them. The custodian should be a person of good appearance with high standards of conduct and morals.

School Bus Drivers

1. The driver of the car or bus in which the children are transported shall have obtained proper chauffeur's license issued by the state of Kansas.
2. All drivers shall have knowledge of first-aid procedures.
3. The bus driver practices good human relations with the director, the professional staff, and the children who ride the bus.
4. The bus driver recognizes the rights of children as well as the rights of the driver.
5. The bus driver tries to improve himself continually and cooperates with all groups interested in safety measures.
6. He is conscious of the basic principles of learning and the place of the bus in the total educational program.
7. The bus-driver understands that migrant children do not have an English-speaking background, and may not obey to a given command.

School Secretary

The school secretary is the key person in the public relations program of the school. She will greet all parents and visitors in an equally courteous manner. She may be the only person the visitor will see. The first

impressions mean so much and are often so lasting. This magnifies the importance of courtesy.

The secretary is an extension of the arm of the director. The secretary types his letters, files his correspondence and professional material, makes appointments, and handles other routine duties. In a like manner, she assists teachers by doing clerical duties for them such as:

1. Checking invoices upon the receipt of supplies, seeing to their storage, and later checking out to teachers.
2. Keeping a record of textbooks and compiling the book order for the following year.
3. Keeping charge of the students' records of attendance, caring for the files of cumulative records, and enrolling new students and check out those leaving to go to another school.
4. Being responsible for reporting to Lamar, Colorado, or Kansas City, Missouri, which sends information to the Migrant Data Bank at Little Rock, Arkansas. This reporting is done in a code system that will need to be memorized.

CHAPTER III

CURRICULUM

Introduction

Curriculum means many things to many persons. It contains many factors. Among its factors are process, purpose, time, and instruction. It is the setting with which increasingly larger numbers of persons will be acting with the principal actor, the child.[6] In this handbook the migrant school child has been cast in the leading role. The following curricular offerings are suggestions for helping teachers of migrant children fulfill their roles.

ART

Philosophy and Purpose

Art is both an intellectual and emotional expression of an attitude or experience. It is a product of creativity. The work of the child involves visual, emotional, and motor expression which characterizes the art of the individual. Art should serve as a cultural bridge to the understanding of contemporary international problems. Children's art expressions over the world need little translation. A good art program offers a wide variety of experiences, media, and materials to achieve this goal.

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[6]Berman, Louise M. New Priorities in the Curriculum. Columbus, Ohio: Charles E. Merrill Publishing Company, 1968.

The migrant, whoever he is, has an ancient heritage characteristic of his own art culture. Every child should have an opportunity to express this with a variety of media. Materials used should be easily attained in the local area in order that creative activities may be successful.

Special consideration for an art program involving migrant children is their high mobility. Because migrant children frequently move, their art projects need to be of short duration so they will not have to deal with the frustration of constantly unfinished work. Finished work should be of a quality which the child deems worthy of taking with him when the family moves. The projects should be small enough and sturdy enough, if possible, for easy transportation.

Role of the Classroom Teacher

The purpose of the art section of the migrant education handbook is to help teachers working with migrant children establish an effective art program in the schools, considering the potential of a frequently mobile student population. The classroom teacher can:

1. Stimulate and encourage interest in the child's creative expression.
2. Develop a child's pride in art work.
3. Help the child be aware of his own art abilities as well as those of his peers.
4. Demonstrate the creative and effective use of media and equipment.
5. Provide varied art experiences.
6. Help the child share art experiences with others.
7. Help the child develop an awareness of the beauty of art expression.

Suggested Projects for Primary Migrant Children

For children this age, the primary goal for art is an exploration of the child's world and to aid in muscle development and coordination. At this level, the emphasis in art should be on developing the child's awareness of his environment and his powers of observation and appreciation. The teacher is limited by her imagination only. Some suggestions:

Finger painting
Crayon drawing
Wood Construction
Tempera painting -- stencil, splatter, pulled string from folded paper
Watercolors
Rock construction
Stick figures
Cutting and pasting
Chalk drawing on wet paper
Hand puppets - - - - - - - - - - - - Hand puppets could be combined with English for storytelling, with History for dramatization of a history unit, or to distribute public health information and other related experiences.
Printing with tempera paint
Clay, sawdust, or dough modeling
Dioramas
Stitchery
Yarn pictures - - - - - - - - - - - Yarn pictures is a modified Mexican handicraft; it is colorful, fun, and inexpensive.
Paper sculpture
Collage
Crayon etching or rubbing - - - - The etching can be done with ink or black tempera paint.
Pipecleaner sculpture
Balloon and plaster sculpture
Plaster block sculpture
Paper mâche - - - - - - - - - - - - Masks, dioramas, and sculpture could be made from paper mâche.

Suggested Art Projects for Elementary Grade Children

The emphasis at this age level should be development of the concepts of color, space and the relationship of object size to distance from the viewer, and introduction of the formal aspects of creating pictures (composition, balance, etc.).

Portraits

Simple perspective

Tempera painting, individual and class murals - - - - - - - - - The teacher must deal with the gap between the child's adult expectations and his artistic abilities.

Drawing, introduction of charcoal - - - - - - - - - - - - - - Some children may not want to use crayons because they're for "little kids."

Mobiles

Stitchery and yarn pictures - - - Small yarn pictures make effective mobiles and Christmas tree ornaments.

Puppets

Lightweight metal construction

Wood construction - - - - - - - - - This could range from sculpture to Christmas presents.

Coil and slab pottery

Clay modeling

Crafts (leatherwork)

Summary

1. The art program should be flexible.
2. Art should contribute to the creative development of a child's imagination.
3. Projects should be short in duration to allow the child to feel completion, accomplishment, and success in his work.

4. The teacher should encourage the child in allowing freedom of expression.

5. Art is an individual and highly personal experience.

FIELD TRIPS AND REALIA

Philosophy and Purpose

Through the use of field trips and realia, it is believed that children can learn both more widely and realistically. The child in most cases, can develop more academically and socially since he can relate more closely to this media of teaching than through formal instruction.

The major objective of field trips and realia is to involve the child in a more meaningful experience. For example, when the child takes a trip to the dairy farm, he feels the cows, he hears the animals in the barnyard, he smells the fresh country air and barn odor, he sees the cows being milked, and finally he tastes the milk. Since a learning activity such as this involves all the senses, the child will remember the experience longer. Since all children have different experiences and interests, another objective of a field trip and realia is to permit each child to absorb and experience what interests him most.

A third objective of field trips and realia is to provide an opportunity to discriminate through observation and to listen critically.

Relating Field Trips and Realia to the Other Curriculum Areas

Field trips and realia can be related to all areas of the curriculum including math, reading, social studies, language arts, and science. For example, by taking a field trip which mainly relates to a topic in science, a teacher can incorporate language arts, social studies, and reading to some extent. One way of doing this would be to write an experience story concerning the topic.

Role of the Teacher

The teacher must be able to distinguish between realia and field trips. During a field trip a teacher and students leave the classroom and participate observe, and discuss a certain topic or unit in its natural state. Realia, however, is bringing into the classroom real things in connection to some topic that is being studied by the children. Field trips are usually used by the teacher as an introductory or culminating activity. Realia generally is used throughout the unit since it is in the classroom.

The teacher and students are responsible for planning and organizing a field trip or a realia kit. The teacher should select the type of field trips with some knowledge and understanding of the contributions the trip will make in various fields in both motor and intellectual development. The children should be allowed to help plan the trip, and after it is taken, should help make a summary of what was learned.

However, it should be remembered that a field trip is not a panacea for learning because at times it is impossible to learn about certain topics on a field trip or through realia. If used in its proper perspective though, it is a very effective teaching method.

Suggested Activities, Projects, and Experiences

1. When studying about money or the town's environment, take a trip to a store. The store may include:

   a. grocery
   b. clothing
   c. discount
   d. supermarket
   e. pet
   f. toy

The teacher can incorporate math into this trip by letting the children purchase an item and count the change, or by comparing prices and finding which item is cheaper, etc.

2. Take a walk and discuss the signs of fall, signs of winter, signs of spring, and signs of summer.

3. Take the children out to the school grounds and let them catch butterflies or caterpillars and observe in the classroom.

4. Take a trip to a pond to catch tadpoles so they may be brought back and watched develop in the classroom.

5. In connection with an air unit, take a trip to the filling station and let the children watch tires being filled. Also have the station operator show them where the air compressor is located and how it works.

6. Let the children catch various insects and bring into the classroom for further observation.

7. Let the children take a trip to the fire station. If possible, let the children receive demonstrations from the firemen. Make firehats, hatchets, etc., in the classroom and let the children dramatize

8. Take a trip to the museum to look at Indian articles, stuffed animals, and other items of interest.

9. Take the children on a walk and discuss the things or rules to follow for their safety. For example, when to cross the street, which side to walk on, traffic lights, and other related safety rules.

10. As an opportunity of introducing the children to the school and neighborhood, the gingerbread unit for primary children may be incorporated. Make a gingerbread man in class and take it to the kitchen to bake. The next day have the children go looking for him in the kitchen only to find him mis-

sing and a note there telling where to go to look for him next. He should be found after the children have been throughout the building and playground.

11. Take the children to the city library and let them select books to check out. Note the books that interest them.

12. Take a trip to a farm. This may include a dairy farm, turkey farm, beet farm, cattle farm, and other similar farms. Let the children look at the different animals and crops raised on a farm, for example, wheat, milo, and beets. Let the children observe the milking of cows and then follow the truck to the dairy and watch the milk being processed. Also, they might watch the milo or wheat being combined and taken to an elevator or the beets being harvested.

13. Take a trip to a mill and watch wheat being processed to flour. Then the children may go to the bakery and see it used to make bread.

14. Take a trip to the airport and watch planes land and take off. Also, the children should have an opportunity to watch a plane being put into a hanger.

15. Take a trip to the zoo to observe other animals.

16 In the fall, children enjoy going to the park to look for leaves and observe the variety of colors. A trip to the park may include letting the children play in the leaves so they may hear the various sounds. Call this a listening walk and see how many different sounds you can record. Use a tape recorder at times.

17. A trip to the green house is possible when studying about plants.

18. When developing language arts through the use of telephones, take the children to a telephone company.

19. A trip to the radio station may be included in a language arts experience.

20. Take a trip to the newspaper office.

21. Plan a trip to the courthouse to meet the people who work there.

22. Plan a trip to see all the different signs which can be found and read by students.

23. When studying about our economic system or planning a unit about money, take a trip to the bank.

24. Plan a trip to a location where there is construction of a building under way. This trip may be taken in connection with a study on community development, wood, or economic development.

25. Take a trip to the meat market when doing a unit on foods. Watch the butcher cut the meat and give each portion a name.

26. Also, in connection with a health unit, take a trip to a local cleaners.

27. Take a trip to a ranch. Distinguish the difference between a ranch and a farm.

28. Take a trip to a pet hospital or shop while teaching a unit on pets. The children will have an opportunity to see the good treatment their pet will receive when it is sick.

29. Visit a breeder of cats, dogs, birds, and other animals and pets.

30. When studying about local government, take a trip to:
    a. Water Department
    b. Police Department
    c. Fire Department
    d. Mayor's Office

31. When studying about county government, take a trip to:
    a. Clerk of District Court
    b. Health Office
    c. Probate Judge
    d. Social Welfare Office
    e. Sheriff's Office

32. Take a ride on a train in connection with the transportation unit. Return by bus. When purchasing tickets for the train ride, let each child purchase his own.

33. Take a trip to a location where construction of a house, or other buildings, is underway and let the children see the parts which compose a house.

34. In studying about pioneer days, take the children to a museum. Bring into the classroom things that people used in the pioneer days. Write experience stories and have an older man talk to the children about the days of long ago. Make wagons, bonnets, puppets, and other items, so the children may use them to dramatize a message. As a culminating activity, have the children come to class dressed as pioneer men and women. Play "Wagon Train," and other similar games. Sing pioneer songs, and have them learn an old-fashioned square dance. Plan a breakfast outside that morning by letting each child cook his own egg and having a mother in the classroom help with the frying of bacon.

35. In connection with the Indian Unit, have films which thoroughly describe the "Life of an Indian," and show as an introductory activity. Have them bring Indian articles. As an art experience have them make Indian vests, headbands, tomtoms, and culminate the activity with a pow wow. A tent for the pow wow should be composed out of branches and covered with an old bedsheet. The children may paint Indian designs on the bedsheets. The pow wow will include Indian music and dancing, a dramatization of "cowboys and Indians," and the hammering of corn. Also, cornbread may be made in the classroom and dried vegetables may be brought in so they can sample what type of food the Indians ate.

36. In connection with a study of other lands, realia can be very educational. For example, a unit on Hawaii may include a guest speaker who had toured Hawaii, films, articles such as grass skirts, leis, etc., brought into the classroom. The children may make grass skirts, leis, flowers for hair, and the boys may make hats. They may learn the Hawaiian dance. As a culminating activity, the children may dress as Hawaiians and do their dance. Also, sample of a coconut, papaya, and pineapple, would help the children remember the types of fruit raised on the island.

37. For a farm unit, the children may compose their own little farm in the room. They may make the machinery and buildings from boxes. Real objects such as eggs, feathers, types of wire, may be brought into the classroom. Eggs from ducks and chickens may be hatched in the classroom and the babies observed. Bring in samples of grain raised on a farm.

38. Plant a garden on the schoolgrounds, and have children observe the plants growing.

39. As a part of a patriotic unit, flags from many different places may be brought into the classroom.

40. Make an aquarium.

41. Bring rocks into the classroom to classify.

42. Bring butterflies into the classroom and make peek boxes. Use a cardboard box and hang butterflies, or any item you desire into it. To add interest, decorate the inside of the box with scenery pictures and put tissue over the hole on the top of the box. The hole on the side of the box is for the children to peek.

43. Bring into the room a baby animal from a farm, for example, a small lamb or turkey.

44. In connection with a transportation unit, let the children bring or make models of the various units of transportation. They may make a railroad track with a train on it out of cardboard, for example.

45. Set up a post office in the classroom for the children to mail their letters to their friends.

46. Let the children bring their favorite pets into the classroom.

47. Have a dramatization of the way children think a police department is run.

48. Bring in things such as a cowboy hat, shoes, rope, branding equipment in connection with a study about cowboys and ranching.

49. Have the children construct a small community with which they are familiar. All types of materials may be used for this project.

50. In connection with an economic unit, have the children set up a bank in the classroom. Various types of money may be introduced.

51. Bring in all kinds of small equipment that is used on a farm. The children may also make such equipment out of various sizes of boxes. Include different crops grown on a farm.

52. Bring in various shapes, colors, and sizes of leaves. Have the children press them and use for an art experience.

53. Set up a radio station in the classroom. Let the children take turns broadcasting.

54. Bring sea shells to the classroom.

55. Bring any living animal or insect into the classroom and watch it develop. Any type of animal under study or of interest may be brought in to observe and feed.

Field Trips and Realia

We visit...

Enriched experiences...

Summary

As can be seen, field trips and realia closely relate to all subject matters. A wise teacher can incorporate math, science, reading, and social studies all into one during a field trip.

The suggested field trips and realia are only a beginning of what can be done in the classroom. If the students and teachers work together, many more ideas may be suggested.

HEALTH AND SAFETY

Philosophy and Purpose

If learning is related to the life style as the migrant child experiences it, then learning will improve his way of living. The health status of the average migrant worker's children is poor and many have meager diets. They are to be educated through a wide variety of experiences so that they may assume their proud role as citizens and earn their own way. Teachers must start where each child is, always adjusting the curriculum to fit the child's needs.

Health and Safety should be incorporated and practiced in every area of the curriculum. Good examples can be established by teachers and all helpers. In teaching health and safety, the teacher should consider individual health, elementary aspects of public health, mental health, personal grooming, and an understanding of growth and development.

The purpose of any program is to show the child's learning environment as a continuous process. Portions which are selected to provide important learnings for all children are not separate. An attempt should be made to select from the child's environment those portions which can provide experiences of need for the individual child and his culture.

Teaching safety cannot always be telling or directing. Each student learns what he has perceived and the content is his organization of his own experience.

Objectives for Health and Safety:

1. To help improve the quality of life.
2. To guide and direct the physical, mental, emotional and social development of the child.
3. To develop a program of health education that permeates the total school program and the entire life of the individual.
4. To develop a safety program that involves the entire school.
5. To develop better attitudes to become safe citizens.
6. To acquaint migrant children with the need of taking good care of their teeth.
7. To encourage the children to receive regular check-ups and daily brushing.
8. To acquaint the children with the importance of basic foods and including them in their daily diet.
9. To evaluate pupils weight.
10. To teach the importance of good light for good sight.
11. To encourage the children to take good care of their eyes.
12. To teach what to do in the case of natural disasters and emergencies.
13. To acquaint children with safety rules.
14. To acquaint children with health rules that may be used at school and home.
15. To provide adequate rest after activities.

Relating Health and Safety to the Other Curriculum Areas

Health and Safety relate to all areas of the curriculum. An alert teacher will be able to include art, music and dancing with her health lessons.

Actually involving children in all learning situations is most important and is more meaningful to them.

Science is directly or indirectly responsible for many of the tools, machines, and other conveniences we use. Therefore, the instruction of the use of these conveniences can be interwoven with math, science, language arts, and health. Demonstrations of cause and effect can prove that safety is an important factor

Through science units they can learn about nutrition; the need for sleep and rest; the care of eyes, ears, and teeth; and cleanliness.

Health should include accurate and scientific facts about matters pertaining to health to help students avoid the handicaps and ill-effects resulting from unnecessary illness and accidents. They also need experiences to counter-balance the health superstitions that still persist among people.

Through social studies units the children can read, experience, and learn about the origin of certain foods. The contributions of food as developed in different countries and by different people in all parts of the world could be studied.

Role of the Teacher

The teacher's function is: to instill a feeling of belonging to the group and the community; to improve physical and mental health; to coordinate the program to avoid confusion and duplication; to keep meaningful records that could be transferred to other schools upon request; to help set up the curriculum, to coordinate with others, and evaluate the techniques used.

Dental Health ---

Children need to learn how to take care of their teeth. An important thing for anyone is to remember that dental disease will not go away by itself. This is why teachers must stress the importance of taking care of teeth

and of regular dental check-ups. In the case of the migrant workers, the school should have the facilities where the teeth can be checked and taken care of by a qualified dentist. Careful and creative planning on the part of the teacher is important for the desired results in a dental program. To be most effective in stimulating children, the teacher should update his own knowledge of dental health. The more informed the teacher is, the easier it will be to discover interesting ways to teach dental health.

Some basic facts about dental health should be known by the teacher in planning a health program. For example, children should begin brushing their teeth when all their primary teeth have erupted, usually at the age of 2 or 3. They should also visit the dentist at this time. For various reasons, many children have not brushed their teeth, nor owned a toothbrush, nor have had a dental examination before they enroll in school. The school, students and parents must recognize the importance of caring for both primary and permanent teeth when habits are not established in early childhood.

Nutrition ---

A teacher of migrant children should stress a good diet. If the child does not get a well-balanced meal at home, he could learn about good diets during mealtime and snack time at school.

The most important point in choosing foods is to consider their nutritive value. The food for a well-balanced diet should be chosen from the four basic groups. The four groups include: (1) fruits and vegetables; (2) milk and milk products; (3) meat, poultry, fish, or eggs; (4) bread, flour and cereals.

There are about 50 nutrients grouped into six main classes: proteins, vitamins, minerals, carbohydrates, fats, and water. Nutrients perform a special job in the body, but they can only do the job when the other nutrients

are present. The main function of nutrients is to help build and repair tissues, regulate body processes, and supply fuel for energy.

Care of Eyes ---

Children should have regular eye check-ups. In a migrant program the children's eyes should be checked by the school nurse. If there is an indication of poor eyesight, they should be taken to an appropriate doctor. Perhaps the child needs glasses or perhaps his eyesight is affected by poor diet.

Children learn to keep sharp objects away from their eyes to prevent damage to the eyes. Children should learn about other substances and objects that might be harmful to their eyes.

Providing Safety Practices at School ---

In order for the children to be safe, they must be taught to practice safety rules for work and play. Some activities require the children to wear special clothing suitable for that particular activity. In choosing the work area or play space, be sure there are no harmful objects that the children can hurt themselves on. Teach safety through living experiences.

Traffic safety includes crossing streets at corners, watching for cars both ways, and other traffic regulations. At night one should wear light clothing The children should learn never to cross streets between parked cars. If there is a crosswalk, the children should use it to cross the street in safety.

Fire safety is another very important element to teach in school. The children should learn how to develop fire safety habits and attitudes through play, participation, and practice.

There should be fire drills at least once a month. The teacher should discuss the procedure with the children before a fire drill. If the children do not fully understand English, then it should also be told in their native language.

Cleanliness and Rest ---

Children learn to keep their bodies clean. When traveling it is not always possible to take a bath, but they can be taught to wash themselves when they can. The school program should include showers for bathing and washing hair. These are some of the best experiences a teacher can plan to show children how to keep their bodies clean. Most children enjoy showers, and can be taught to have a sense of responsibility and pride in personal appearance.

Children should learn to rest after active experiences and activities. Children need adequate rest and sleep to feel good. Nursery children may rest on towels or mats both morning and afternoon. Primary and intermediate children can rest while quiet music is being played, a story is being read or told, or a relaxing movie is shown.

Suggested Activities, Projects, and Experiences

1. Since young children will be in the process of losing primary teeth, the classroom teacher can use this fact to discuss the two different kinds of teeth and why they are important. Models of teeth, charts and other graphic materials could be used.

2. Ask children to count their teeth by looking in a mirror. Help children realize that they will have more permanent teeth than primary teeth.

3. Have the students bring pictures of people with attractive smiles and good teeth. Put the pictures on the bulletin board and make-up stories about them.

4. Have a demonstration of brushing teeth properly using real toothbrushes and toothpaste.

5. Have the students visit a dentist's office and have him explain the importance of taking care of their teeth and the proper foods to eat.

6. Have a puppet show that the student made up on dental health.

7. Have the class make a mural showing the kinds of food that help produce good teeth and good health.

8. If it is impossible for children to brush their teeth after eating, have them swish water between their teeth to remove food particles.

Activities for Fire Safety ---

1. Have the children make posters for fire safety.

2. Have the children visit the fire department and have firemen explain their duties and the nature of their work.

3. Show fire prevention films.

4. Have the children inspect the building and grounds for fire hazards.

5. For a social studies lesson, have the children discover how a fire can change a city. Write an experience story.

6. Have the children discuss fires that they might have seen in their travels.

7. Have a panel discussion on the causes of the greatest number of fires.

8. In science you can show experiments that show that something that will burn, show ignition, and that enough oxygen can support combustion.

9. Have the children break up into committees and report on how to escape from a fire at home, at school, and how to extinguish a fire.

At every opportunity the teacher should show films about care of teeth, on nutrition, care of eyes, safety, and good grooming.

Summary

The aim of the school is to provide the migrant child with a healthful environment and an opportunity to profit from his school experience. The

object of school health education is to provide students with knowledge, attitudes, habits, and practices for good health.

Special attention should be given to the school nurse and health service workers. These people help provide hearing tests, eye tests, physical examinations, and other services necessary for the migrant child's well being.

Another important element in the migrant program is the teacher's knowledge about actual living conditions and problems the children experience. If these are known, the school experience will be more beneficial to the child.

LANGUAGE ARTS

Philosophy and Purpose

The foundation of our nation's educational system is commitment to the individual. In keeping with this idea, the migrant education program should seek opportunities to help the child retain the values learned by him and instill in the child a feeling of appreciation for a second language. Language Arts should become a vehicle by which many opportunities are provided for the development of a values system, of freedom, independence and self-direction in a democratic society, and an improved self-image.

The language arts should be based on the following goals:

1. To provide supplemental assistance in order to raise their achievement to the point where they can profit from regular school instruction.
2. To help provide these children with the oral language they need for school setting.

Relating Language Arts to the Other Curriculum Areas

The teaching of language arts branches into every other curriculum area. Reading, spelling, and writing should not be limited to classes labeled by

these names. The instructional procedures must be to teach language patterns that are immediately useful to the child. Every day activities should concentrate on a specific area of interest within a unit of study.

The Role of the Teacher

The teacher of the migrant child must be imaginative, creative, and understanding in order to provide the old and new in activity and language practices in such a way that the group is interested and challenged. The teacher is in the classroom for the benefit of the child, to strengthen his set of values, not change them, and encourage the appreciation of a second language.

Suggested Activities, Projects, and Experiences

Through the uses of listening, reading, and writing, the child should be able to begin to communicate in his new language. Initiate these language arts experiences with Spanish activities before implementing each of the corresponding English language lessons whenever possible.

Listening ---

A most important phase of teaching is to train the child to listen, since we spend most of our time listening. For the non-English speaking migrant child, listening is probably the key exercise in learning to speak English. The migrant child will first have to listen and to hear the sound of a word before he can speak it. Having acquired aural-oral control of the sounds in his own language, introduce the same word in English by the use of pictures, toys, records, tapes, or limericks, such as the following:

A rat and a ram
Were wishing for ham
A bag, a rag, a flag, a fag, a tag, and a pad
Were all they had.
Very sad.

This could be used as auditory discrimination. A minimal pair has one and only one change made in sound. Cat, hat, bat, sat, pat, vat are examples of this. This could also be used for listening for the beginning consonant sounds of words and for introducing the short vowel sounds through words that are familiar and have meaning to the child, such as rat and ram as depicted by our illustration.

The only way that anyone first learns to speak is through listening to the words of others. The same principal can be applied to teaching the migrant child English. If a teacher expects a migrant child to listen, the teacher should listen to the child. If the teacher is a good listener, chances are that the child will show the same respect. Children should learn to listen to each other also. Each child should be given a chance to tell of some experience. Many times a child will listen to another child when he won't listen to an adult.

If the child is a good listener, he should be able to remember a series of three or more steps when listening to directions. He should also be able to write a short sentence from dictation.

Learning to Speak ---

We can reinforce this teaching with the use of the word. For example: "This is a ball," pointing at the ball; then ask, "What is this?" The child answers: "It's a ball." You could continue this activity by the child passing it to the next child and repeating the same questions. "What is this?" And the child answers, "It is a ball." The teacher may ask, "What do we do with the ball?" Children answer, "We play with it." Children may form a circle using different words in the same way, passing the toy or picture to the next child saying the word and handling the object.

The word may be reinforced by writing the word he has learned. This could be done by a fun activity, such as building words with toothpicks, colored yarn, string or soft wire. Write the words with rolled out clay strips or trace with blunt instrument on clay tablet, or trace in finger paint, always pronouncing the word as it is written. He should then use the word in a short sentence.

Also teach that a name begins with a capital letter, for example, write his name, his parents' name, his brothers' and sisters' names.

Following are some ideas that might help the migrant child learn to speak English.

1. Permit the child to give oral directions to the other children.
2. Help the child to learn to use the telephone and use it properly.
3. Have the child make a report on an individual or a group experience.
4. After reading a story or showing a motion picture have the children discuss the ideas presented in either of these.
5. Allow the children to dramatize stories or impersonate a character of their choosing.

Writing ---

In the teaching of writing, emphasis should be placed on rhythm. The child should feel what he is doing. A relaxed atmosphere is probably the best for writing class. Perhaps if one would have the children write when a recording of soft music is being played, results would be somewhat better.

A teacher should never allow the child to tense up in writing class as this will tend to make the student's penmanship very straight and rigid.

Spelling ---

The teaching of spelling goes hand in hand with the teaching of reading. It can generally be assumed that a good reader is a good speller. The reverse situation is not always true. If a good reader is a good speller, he usually uses the phonetic approach to learning words. The phonetic approach to spelling is one of the best. If the phonetic approach is used in reading or spell-

ing, the child learns the different consonant sounds and vowel sounds. He also learns how some letters are put together to form diphthongs and consonant blends. When the child stumbles onto a new word, he sounds it out by taking it apart.

Suggestions For Nursery Age Children ---

Rhyth games

Playing and sharing toys

Cut and paste

Repetition drill - "This is a dog."

Substitution drill - "This is a cat."

Conversations - pupils and teacher - Example: Teacher would say, "Yes, it is," or "No, it is not." They choose what they want to say. In conversation exercises, pupils are using English in natural situations.

Short talks - When children have made sufficient progress, they will welcome the opportunity to tell short stories, or relate a personal incident to the class. Such activities should be voluntary on the part of the child.

Role-play - Children enjoy taking the part of characters and dramatizing the story in simple fashion for the rest of the class. Improvised costumes, readily at hand, are an aid eliciting participation of children who are otherwise unresponsive.

The language arts program for nursery age children is centered around oral communication and art work. Show the children pictures of people in public service -- policeman, firemen, etc. Have the children tell what the job of each is. Make sure that they are complete sentences.

This project can be done in reverse. The teacher could tell a story about any object or being. From what the children learn, they could draw or paint a picture. It would be good to make a mural of this art work.

A record player should be kept in the classroom. It should be for the use of the children. If a child is through with his work or if he is tired of doing what he is working on, he could put on any kind of a record that he wants to listen to.

For Primary Age Children ---

Games

Going Traveling - Pack a suitcase with articles with which the class is familiar. Call on students to unpack the suitcase naming the articles. This could be used to emphasize specific sounds, sound combinations, rhyming words.

Cut-Out Fun - Have the children cut out cartoon figures from a strip and paste them in whatever order they choose on heavy paper. Then let the children supply their own dialogue to go along with the picture sequence.

Number Games -- Here is a beehive
Where are the bees?
Hidden away so nobody sees.
Watch and you'll see them
Come out of the hive
One, two, three, four, five.

Circle response - Seat children in a circle, walk around the circle lightly tapping each pupil one, two, three, on three stop and stand behind that pupil and ask, "What is your name?" or similar question. Teacher helps them respond. "My name is Paul." Then ask pupil four, five, etc., the same question around the circle.

A word game might prove helpful for children of this age. The example here is a game learning the months of the year. Jan u ar y (Introduce the name of the month in syllables.) List words with the same beginning sound - jello, jar, jam, jelly. List words with the same beginning sound - jello, jar, jam, jelly. List words associated with the month of January - snow, sled, snow-man, boots, coat, icicles. This game can be done with any month of the year. Just use the imagination of the teacher & the studen

For Intermediate Age Children ---

1. The children in this age group are definitely ready for free-verse poetry. Writing poems helps the students put their ideas together. The teacher might hold up a picture and the students then would write what they see in the picture. An interesting way to work this project is to use some of the art work that the students themselves have made.

2. A notebook may be made when working with prepositions. With each preposition introduced have the students draw a picture showing how this particular preposition works.

3. Make soap carvings of new words (nouns) as they are studied.

4. Make scrapbooks using pictures from farm magazines. Child chooses pictures of machinery that is not familiar to him for the book. Teach the names and let him learn to spell and write them. Paste them in the scrapbook.

5. Dramatization. Part reading. Pantomine. Puppets. Acting out action words.

6. Write simple sentences and punctuate correctly.

7. Assemble sentences from jumbled words.

8. Roll word blocks to build sentences.

9. Read materials of third grade level and below with ease, understanding, and enjoyment.

10. Have a conversational center where free oral expression can take place.

11. Give children objects to handle and discuss

12. Reinforce learning with activities where children

a. draw and paint
b. cut and paste
c. play games
d. work puzzles
e. sing
f. learn finger plays
g. participate in rhythmic activities

13. Provide oral drill for

a. Ear training
b. Phonetics and phonemics
c. English sentence structure
d. Articulation
e. Vocabulary enlargement

14. Incorporate words of general use whenever useful and appropriate to units under study, such as

a. Greetings
b. Directions
c. Common classroom experiences
d. Question words
e. Words of relative location
f. Words showing relative use
g. Words describing relative activity
h. Words expressing quality and/or condition

15. Teach content words appropriate to units of study. Such words may relate to

a. Myself, my family, and my friends
b. Our school
c. Health and safety
d. Parts of the body
e. Cleanliness and health
f. Fun with toys
g. Pets, animals, tory book friends
h. Clothes we wear
i. Foods we eat
j. Nature study
k. The Farm
l. My home
   1. Outside
   2. Inside

16. Determine that function words are not learned the same way as content words. Teach these in grammatical frames. For example, under the desk; over the desk; by the desk.

17. Help children recognize the sound and form of word variance through seeing, hearing, and sounding initial consonant blends: ch, sh, th, wh, bl, cl, fl, pl, sl, br, cr, dr, fr, gr, tr, st, sm, sn, sp, sw.

18. Build new words by adding re, un, dis, and other common affixes to known words.

19. Learn that two different words may have the same meaning.

20. Select from a given list, words that have opposite meanings.

21. Help children to use phonetic analysis to attack new words in context; to divide words into syllables; to build compound words; to understand contractions; to change singular to plural.

Summary

Language facility, acquisition, and use are directly related to the total situation of an individual. The child learns language through the process of imitation. One who speaks another language must have an opportunity to hear the English words and sentences in relation to the experiences he is having. The meanings attached to the words become personalized because of the experiences in which they are met.

MATHEMATICS

Philosophy and Purpose

Migrant children need to have an understanding of the mathematical situations they will need. They must know how to solve these problems for their own well-being and safety. The child needs a basic understanding and knowledge of mathematics.

As teachers we need to keep in mind that motivation and understanding must come first. The factual material that is introduced and taught should relate closely to the child's environment and experiences.

Goals:

1. Understanding the need for mathematical processes.
2. Knowledge of the basic facts or processes.
3. Experience in using mathematical facts.

Relating Mathematics to the Other Curriculum Areas

Mathematics can and should be very closely tied in with other curriculum areas. Interest in math facts and drill work is sometimes hard to maintain and here is an area where the music, physical education, science and other teachers can help out by many different and entertaining methods.

The migrant school personnel must work together very closely to make a successful school for the migrant child.

Role of the Teacher

The mathematics teacher will find many challenging roles as motivator, encourager, innovator and enthusiastic leader in providing meaningful experiences. Motivation and encouragement will be necessary in keeping pupils interested and excited as they learn. The enthusiasm of the teacher expresses a positive and pleasant atmosphere for learning. The addition of innovations will add new interest and reinforce learning.

Suggested Activities, Projects, and Experiences

Nursery Children ---

1. For the very young infant, the learning experience should begin with stimulation involving all the senses. Rhythmic motions, colors, sound, and change in temperature could be part of this process. To provide learning experiences for the child, use activities that involve toys, games and puzzles, tools and materials, expressive media, models and realia from their physical and social environment. Use concrete items that children can touch, handle, manipulate, and otherwise interact with. A good tool to use is blocks as they can teach the concept of squareness, mass, and balance. They also give the child power to construct and manipulate his world within his own frame of reference. They work very well for teaching number order and quantity. In such ways the child can lay the foundation for abstract learning.

2. Teaching of abstract facts is achieved best by using any realia you can devise or obtain. Let the migrant child use materials that are familiar to him. After you have motivated the child and made him understand with articles he is familiar with, you should proceed to abstract paper work which should be illustrations and problems. These problems need to be related to situations the child will need for his safety and well-being.

Primary Age Children ---

1. It is essential to teach geometric shapes and their relationship to road signs.

2. The calendar can be used in a number of ways to teach the ordering of numbers. Associate time on the calendar with birthdays, todays, holidays, etc.

3. Associate daily activities with the clock and the telling of time.

4. Keep a chart of the temperature at a certain hour each day.

5. Have the children fill different size buckets and baskets to compare sizes. Measure anything and everything with rulers, yardsticks, meter sticks, etc

6. Take advantage of the weighing of children to teach the terms pounds and ounces.

7. Money and different values of coins at this time is important. Use real coins so the children can become very familiar with the different coins. Take a trip to a store to observe people buying and selling items with actual exchange of money occurring.

8. Have a shopping spree in the classroom. Cut out pictures of items from a catalog with the cost. Make an imaginary store with these items and let them purchase the items.

9. Auction: Cut out pictures of items and post them on the board. Provide children with play or real money. Let them bid for, purchase, and pay for these items.

Intermediate Age Children ---

1. Relate fractions to unit pricing, cooking, or even sharing a pie.

2. Mathematics Scavenger Hunt: Provide a list of items of any category that contains a number. Each group will have to solve or find the answer

to each item and finally the sum of all the numbers. Such as:

Age of the President of the U.S.	_____
Date of the Declaration of Independence	_____
Number of children in our school	_____
TOTAL	_____

3. Using hand tools or Dremel Jig Saw, make scale models of boats, toys and other items that require measuring and drawing.

4. An Evening Cookout: Students would have to plan a properly balanced menu and determine the quantities of each food to be used: It would be necessary to estimate the cost of the items to be purchased. Learning could also include selecting and purchasing the necessary items.

5. Making home-made ice cream: Study and analyze the recipe - prepare the shopping list - purchase the items - prepare and serve.

6. Assist in selection and purchasing of groceries for school lunch program.

7. Prepare electrical boards that light up or ring a bell when the correct response makes contact...Students could be taught to plan, produce, and program such materials.

8. Lay out activity areas for games that require measurement. Study sports books to find measurements. Assist students in measuring and marking.

9. Set up personal and family budgets, keep personal accounts of exchange of money, make use of business transactions, such as, bills and receipts, figure discounts using some items advertized in papers, etc., figure percentage taxes, explain loans and simple interest along with time buying and interest or finance charges.

Summary

Functional mathematics should be the goal of every phase of the mathematics program. Each concept and process should be carefully considered to

maintain high interest and value to the student - now and in the future. Careful attention should be taken to relate mathematics to other areas of the curriculum. The program should help build the desire of each individual to continue learning and developing of his talents in many areas to better understand and enjoy life today and be prepared to meet tomorrow's challenges.

MUSIC

Philosophy and Purpose

A well-known concept today contends that every child, regardless of his cultural background, can respond to music. The human organism has become conditioned to music as a stimulus. Educators are interested in the child's response to musical stimuli. Because of music's direct appeal to the emotions, thereby not calling heavily upon the intellect, it can actually be the key that unlocks the door to better mental and social health by providing an enjoyable means of expression and communication.

The unique aspect of music over other means of communicating is its probability of success. This is because the experience and cultural background of nearly everyone includes music in some form.

Goals:

1. To create a pleasant atmosphere in which the child can participate comfortably.
2. To have musical experiences which are relevant to the child in terms of language and content.
3. To offer experiences which will help the child develop emotionally and socially.
4. To provide opportunities for self-expression through action or voice.
5. To help develop listening abilities.
6. To gain some understanding of music as a medium of expression, communication, and enjoyment.

Relating Music to the Other Curriculum Areas

Music is an area which can be easily adapted to serve a purpose in other curriculum areas. It can serve as a learning device when linked to social studies concepts or mathematical equations.

It can serve as a source of physical development through coordination drills and rhythmic movements. Other areas such as art or science can be enriched through selected musical activities.

Music's contribution to language development can be extensive. The child can be helped to discover qualities of sentence structure, communication, the transferring of statements into action, rhyming, using plurals, and making up verses of his own.

It is through the initiative of the teacher that activities in this handbook and many others can be used to enrich other curriculum areas.

Role of the Teacher

Music is an area in which much freedom exists for the teacher. It is through the imagination and creativity of the teacher that much enjoyment and learning takes place.

It is the role of the teacher to see that every child feels important and needed. The teacher can accomplish this in part by seeing that every child has a chance to participate, either vocally, with some type of instrument, or rhythmically. She can also offer encouragement or words of praise when appropriate. She must serve not only as a director of activities, but as a coordinator of music and whatever is relevant to the individual migrant child.

Suggested Activities, Projects and Experiences

Activities for Nursery and Primary Age ---

On Mother's Day

I have a mother, kind and sweet. (Point to self)

She dusts and keeps our house so neat. (Make dusting, sweeping motions, or any others children think of)

She washes dishes, irons our clothes, (Let child make up dish washing or ironing motion - or help)

When I need help, she always knows, (Place hands on chest for "I" and hold palms up in front for always)

Exactly what is good and right. (Waggle index finger for "Exactly", "good", and "right")

For her - a special prayer tonight.

Right and Left

This is my right hand;
Raise it up high.
This is my left hand;
I'll touch the sky.
Right hand, left hand,
Twirl them around.
Left hand, right hand,
Pound, pound, pound.

This is my right foot;
Tap, tap, and tap.
This is my left foot;
Pat, pat, and pat.
Right foot, left foot,
Run, run, and run.
Left foot, right foot,
Jump - jump for fun.

I know it's best to take a rest
So, I've a little key;
I'll lock the door, (children lock lips)
Pull down the shades, (children close eyes)
I cannot talk or see.

Hush---sh---everybody, please
Not a voice or noise;
Tiptoe very quietly,
We're through playing with toys
Sh---hush---everybody, please.
Not a single peep,
Let's drop our heads
And close our eyes,
Pretend we're fast asleep.

Jack-in-the-box

Jack-in-the-box, all shut up tight,
Not a breath of air, not a peep of light,
How tired he must be, all in a hump.
Open the lid and out he'll jump.

All join hands and go around in a circle singing:

RIG-A-JIG-JIG Rig-a-jig-jig may be played with players seated in a circle. One player is chosen to be IT. IT walks around inside the circle as everyone sings. The remaining action is described with the song. Written in 2/4 and 6/8.

2nd Verse

As I was walking down the street, (IT walks around inside circle)
Down the street, down the street,
A friend of mine I chanced to meet, (IT chooses partner, they go outside the circle, join hands and walk around circle.)
Heigh-ho, heigh-ho, heigh-ho!

Rig-a-jig-jig, and away we go, (Partners slide or skip, according to their ability, in time to increased tempo)
Away we go, away we go.
Rig-a-jig-jig, and away we go
Heigh-ho, heigh-ho, heigh-ho.

You can personalize the song by using the child's name. Variation: Children may choose how they want to go down the street -- running, gliding, etc.

DID YOU EVER SEE A LASSIE? is played with players standing in a circle with one child in the center. Sing the child's name instead of "Lassie"--- he enjoys the recognition. You will find that you can fit most names or nick-names into the song. "Did you ever see our Larry?"

Leader (speaking): "Do something." (If Larry does not know what to do, or if the children have been repeating the first action each time the game is played, the leader may whisper a direction, "Touch your toes, clap your hands, slap your knees, hop around, jump in place," and so forth.

LONDON BRIDGE IS FALLING DOWN, FALLING DOWN

London Bridge is falling down; all fall down
London Bridge is building up (pointing up), building up, building up,
London Bridge is building up; all stand up.

Value: Important reasons for including this song in the music program:
a. Good disciplining song that requires the children to translate the words into action and respond on cue.
b. It reinforces the basic concepts of down and up.
c. Should not be kept in the active song file too long.
d. Useful during the early stages of training when children are learning basic language skills and the rules about how to behave in school; drop it after several months - it teaches nothing new.

FAT ROBIN REDBREAST

Fat Robin Redbreast perching in a tree,
Guards her babies, one, two, three.

Fat Robin Redbreast singing in the tree,
Spies a worm and down goes she.

Fat Robin Redbreast flies up in the tree,
Feeds her babies, one, two, three.

(Children make up motions for song)

THE DANCE OF THE LEAVES

Teacher: Autumn leaves are dancing down,
Children: Dance, leaves, dance!
Teacher: Leaves of yellow, red, and brown,
Children: Dance, leaves, dance!
Teacher: Let the wind whirl you around
Make a carpet for the ground
Soon you'll sleep without a sound.
Children: Dance, leaves, dance!

A FARMER WENT TROTTING

A farmer went trotting upon his gray mare,
Bumpety, bumpety, bump!
With his daughter behind him so rosy and fair,
Lumpety, lumpety, lump!

A raven cried "Croak" and they all tumbled down,
Bumpety, bumpety, bump!
The mare broke her knees and the farmer his crown.
Lumpety, lumpety, lump!

The mischievous raven flew laughing away
Bumpety, bumpety, bump!
And vowed he would serve them the same the next day.
Lumpety, lumpety, lump!

THE FARMYARD From Childland in Song and Rhythm

I went into the country. The farmer's pets to see,
And every single one of them begin to talk to me,
"Baa, baa," "Moo, moo, moo," "Cock-a-doo-dle-do,"
"Quack, quack, quack," "Coo, coo, coo,"
"Little friend, how do you do?

Group children for sheep, cows, etc.

MAGIC WORDS From Captain Kangaroo

There are two little magic words,
That will open any door with ease.
One little word is Thank You,
And the other little word is Pleas

LITTLE JACK PUMPKIN FACE

Little Jack Pumpkin Face
Lives on a vine.
Little Jack Pumpkin Face
Thinks that is fine.
First, he is small and green,
Then big and yellow
Little Jack Pumpkin Face,
Funny little fellow.

(Flannel board -- Cut leaves, and vine, small green pumpkin, large yellow one. Let children say poem and place pumpkin on vine.

TEN LITTLE CHICKS

Ten little chicks sat under a vine,
One flew away and then there were nine.
Nine little chicks cried, "Wait, wait, wait,"
One went to get a drink, and then there were eight.
Eight little chicks in a line so even,
One ran to get some corn, and then there were seven.
Seven little chicks said, "We're in a dreadful fix."
One said, "I'm leaving too," and them there were six.
Six little chicks were glad to be alive.
One chased a doodle bug, and then there were five.
Five little chicks were resting on the floor,
One saw the farmer and then there were four.
Four little chicks sighed, "Oh, dear me."
One went to roost, and then there were three.
Three little chicks grew and grew and grew.
One became a rooster, and then there were two.
Two little chicks said, "We won't run."
One little chick said, "This is no fun."
So he grew up - and then there was none.

The little gray donkey, who likes to bray,
Shakes his head and gallops away.
"EE-aw, ee'aw, ee'aw"

The guinea hen sits up in a tree,
And scolds everybody that he can see.
"Put-rack, put-rack, put-rack."

The woolly sheep comes out of his pen;
He looks around and goes back again,
"Baa, baa, baa."

The little black pig with a curly tail
Stops eating his dinner out of the pail.
"Oink, oink, oink."

Then Mister Sun begins to shine
And everyone has a wonderful time.
(All moo, bray, etc. at once)

The yellow moon comes out of the west
And they all go home to sleep and rest.
(Tiptoe to places)

Song. There Are Twelve Months in the Year Tune: Bear Went Over the Mountain

There are 12 months in a year - 3 times
And I will say them now -- 3 times
There are 12 months in a year - 3 times
And I will say them now
(Chanting in unison) - the 12 months

BARNYARD GAME

Children may be chosen for animals with instructions to act out the lines. The teacher reads the lines and the child moos, quacks, etc.

The little red rooster crows and crows;
He flaps his wings and away he goes,
"r,r,r,r,r,r."

The little brown hen sits on her eggs;
She then gets up and stretches her legs,
"Cluck, cluck, cluck."

The little yellow duck as neat as a pin
Goes to the brook for a nice cool swim,
"Quack, quack, quack."

The old turkey gobbler stands on his toes;
Flaps his wings and flies over the hill,
"Gobble, gobble, gobble."

The little white chicken with the yellow bill
Flaps his wings and flies over the hill,
"Cheep, cheep, cheep."

The old gray goose that everyone knows
Flaps his wings and off he goes,
"th...th...th..."

The jersey cow that is eating hay
Switches her tail and runs away,
"Moo, moo, moo."

The little brown colt all frisky and gay
Kicks his heels and gallops away,
"EE...ee...ee..."

The little green snake that is lying near
Says, I'll wiggle away, for I should not be here."
"S.....s.....s....."

The old billy goat, when he wants to eat,
Shakes his horn and stamps his feet,
"Maa, maa, maa."

MUSIC-STOP GAMES In music-stop games, players march, dance, or play a rhythm instrument in time to music and listen for the music to stop. Then, they follow a direction. It may be a spoken direction which requires a word-action concept. Or it may be a pre-arranged agreement to do some new action - which requires not only word concept, but a certain amount of memory work.

Example of: FREEZE

Equipment: music

Players march in time to music. The leader stops the music. Players "Freeze" - stand perfectly still. At first, it may be necessary to say "freeze" when the music stops. Later the signal of the music stopping is enough.

There is no contest to this game; no one is withdrawn for not conforming. The object is to see if everyone can "freeze" at the right moment. If one player does not get the idea, he may be asked to stand beside the leader and watch the others. He may "freeze" in position, stand very stiff, when the music stops. Then he may again try marching and "freezing" when the music stops.

a. Introduce a variety of actions: Hey, everybody - touch your nose, head, hand, ear, leg, arm -
"Close your eyes"
"Stand up tall"
"Jump up high"
Turn around (walk around, skip around)
Bend your arm

b. Introduce verses directed at one child - giving a statement of their purpose: "We're going to tell Harold Davis what to do."
"We're going to tell Harold Davis to stand up tall."

Suggestions for Intermediate Age Activities ---

This is an age group which usually needs more motivation to keep interest high. Here again, songs should contain elements that are of interest to the migrant. The child should be given the chance to express freely as well as to sing in a predetermined fashion.

To motivate the child, have a supply of instruments such as drums, bells, gongs, triangles, wood blocks, sand-paper blocks, or others. (This not only can be used for intermediate age groups, but for primary and nursery children too.) Offer chances for individual or small group participation through playing instruments.

The children can be divided into groups to match the number of parts or verses of a song. When "their part" comes along, they may be asked to perform actions, rhythmic movements, or do the singing. Other enjoyable activities such as rounds, part-singing, or choral readings (depending upon the levels of the group) may be used.

Children of this age may be asked to teach the class songs that come from their homes or from the fields where their parents may work. If the child is bilingual, perhaps he can teach a song in another language. Perhaps he is able to play an instrument which he would like to share with the class.

Using the tape recorder, record player, piano or other instruments may help hold interest. Films, filmstrips, plays and other aids can be drawn upon for additional help in motivating.

Songs may be selected to help the child understand his cultural background as well as that of his classmates. Many traditional historical songs such as "Yankee Doodle," and "The Battle Hymn of the Republic," may be enjoyed simply because they are already familiar to him and he can readily participate.

Summary

The activities and previous suggestions were aimed at offering the migrant child enjoyment and knowledge through doing.

Many of the activities offer a chance for language development as well as social adjustment and development through group or individual participation.

Since the migrant may not stay in one school for long, it is felt that songs that are relevant and applicable to him should be used. In the race against time, the value of the song as well as its potential contribution should be considered.

Music can give the child an opportunity for self-expression as he invents actions or verses about himself and what he knows as "life." Above all, it can be a source of enjoyment and relaxation. If this goal is reached, the music program will have accomplished much.

PHYSICAL EDUCATION

Philosophy and Purpose

The physical education program should fulfill the needs of the child while he is in school, at home, and in his community.

Each child has emotional, mental, physical and social needs which can be gratified through a good physical education program. All activities in the physical education program should be aimed toward the development and maintenance of the physical fitness of all children. Hopefully the child will develop self-discipline and self-confidence through a variety of activities. The migrant child is alerted to the value and need of rules as he is given an opportunity to accomplish something on his own or with his team. This helps the child develop a wholesome spirit of competition and good sportsmanship as well.

A well-planned program leads to the effective use of leisure time and wholesome family and group activities.

Relating Physical Education to the Other Curriculum Areas

Migrant education during the summer is a unique learning situation opening many new areas for sports. In many programs it is possible to draw on community resources such as the bowling alley, swimming pool, horseback riding, with possible nature hikes, and field trips to local business firms.

For most of these children it may be a first experience and one they would enjoy sharing in the classroom. This could lead to possible exercises in the English language with children writing stories or expressing ideas to others with concrete experiences to help them.

It may be fun for the children to paint or draw something they have seen during a field trip or nature hike. Nature hikes are very valuable for the science classes and produce a relaxed learning experience.

In many activities the child will be completing various tasks which involve the use of movement and rhythm, which will help build their skills in music.

The physical education program must also stress good safety to every child. When children are young is the best time to start with good health habits. If the children are expected to participate in the program, showers must be handy. In short, the physical education program need not stand alone, but rather it should serve as a resource for every classroom teacher.

Role of the Teacher

Most children of nursery age and primary age need help in visual discrimination, balance, and coordination. They need the experience of tactual touch and experiences with auditory discrimination. Children who are slow

readers may be having difficulty with any one of these areas so it is extremely important that the physical educator help the classroom teacher by using balance boards, stunts and tumbling or whatever methods necessary to help the child in perceptual and motor tasks.

Suggested Activities, Projects and Experiences

Perceptual-Motor Activities for the Nursery and Primary Age Children ---

1. Set up lanes formed by Indian clubs with a target at the end of the lane. Have children roll or kick various size balls at the target. This gives the child a chance to work on depth perception and size consistancy.

2. Forward Roll-Balance and Coordination
   Equipment - mats

   a. Take a squat position with weight over toes and knees turned out. Place hands on mat just ahead of toes. Keep hands about shoulder distance apart.

   b. Tuck chin on chest, head between knees and round the back.

   c. Keep body as curled and compact as possible. Push equally with both hands and feet, roll over. Bend the elbows to ease the weight on to shoulders and back as the weight is transferred from feet to the shoulders.

   d. Cross feet in mid-air and roll into a sitting position on the mat. Other activities which would allow work on balance and coordination are: forward roll, upspring, hopscotch, etc.

3. Equipment - 3 metal wall targets (16" x 24"), tennis balls. The task of the child is to strike any of the targets with the ball, while his eyes are closed. Performance is evaluated in terms of accuracy. Here the child is working with auditory discrimination.

Rhythmical Activities for Grades One through Four ---

1. Fundamental and pantomimic represent the most basic of all rhythmical activities. Examples are walking, skipping, tip toeing, running, high stepping horses, fairies, water play, and others.

2. Singing games are valuable during early years of child life because very little skill is needed, and they give excellent training in cadence and rhythm. It is another valuable way to practice the English language in a relaxed way.

3. Folk games are an excellent activity because they seem to fall into a natural sequence in the education of the child. A folk game is a game form set to music. Their simple movements and vigorous action are some of the factors that make folk games so appealing to children.

Games for Rhythmical Activities ---

Mouse Trap - The group moves freely in a circle with the music, passing under the Mouse Trap which is an arch formed by the joined hands of two children. When the music stops, the Mouse Trap comes down, catching any prey that happens to be passing through. The child who is caught goes to the center of the circle and waits for another victim. These two form another trap. The game continues until the last mouse is caught. It is well to permit the children who made the first trap to join the circle after other traps have been formed.

Magic Spot - The group moves freely in space with the music while the leader stands with his back to the group and decides on a Magic Spot. This may be any spot - the phonograph, a light switch, a marking on the floor, a child in the group. When the music stops, the child standing nearest the Magic Spot is caught and becomes the leader for the next round. Use music with a variety of rhythmic patterns to encourage appropriate response.

Jump rope is very good for improving rhythm. Here are a few rhymes children enjoy.

ROPE JUMPING

Lady, Lady, at the gate
Eating cherries from a plate.
How many cherries did she eat?
1-2-3-4...

Down by the river, down by the sea,
Mary went fishing with Daddy and me
How many fish did Mary get?
1-2-3-4...

Mabel, Mabel, set the table
Don't forget the salt, mustard,
Ketchup, sugar, milk, red hot pepper.

House for rent, inquire within
When I move out, let ... move in
(First jumper calls another who calls another to jump in, etc. When last one jumps, the second verse is changed to--)
When I move out, let the house fall in.

Mary, Mary, with a curl.
Will you jump as my best girl?
Slow at first, now that's the way
On we go to the break of day.

Mary, Mary, dressed in pink.
Went to the kitchen to wash the sink
How many hours did it take?
1-2-3-4....

Teddy Bear, Teddy Bear, turn around (Jumper turns)
Teddy Bear, Teddy Bear, touch the ground
Teddy Bear, Teddy Bear, show your shoe
Teddy Bear, Teddy Bear, that will do.

Come Along - The group stands in a large circle with left hands outstretched. The child who is IT travels along the inside of the circle to the right, moving with the music (walking, skipping, skating, galloping). He joins hands with his neighbor to the right, taking him along. The neighbor takes the hand of the person to his right, and so on. The line continues to grow until the music stops. Then each person races back to home position. The last person gets three penalties, he may be asked to pay a forfeit decided on by the group.

Other examples are Farmer in the Dell and London Bridge.

Chasing and Fleeing Games - Chasing and fleeing games are largely traditional and social games arising from the desire for activity and hunting and protective responses. They all have the IT or Tag element and a number of combinations of such elements as hunting, chasing, striking, tagging, dodging, hiding, and fleeing. These activities have a great deal of appeal to the elementary school child. This type of game does not have to be played at school and usually does not require any equipment, in essence it is a type of game the child may play wherever he is. Some examples of this type are: My Buddy, Bird Catcher, Drop the Handkerchief, Flying Dutchman, Have You Seen My Sheep, Cat and Rat, Squirrel in the Tree, etc.

Bird Catcher - A Mother Bird is in her nest in one corner of the gym. Two or three Bird Catchers stand between the nest and a cage, which is marked off in another corner. The rest are different kinds of birds, flying around in the forest. Some are Robins, some are Bluebirds, some are Wrens, and so on.

When the Mother Bird calls out, "Bluebirds," all the Bluebirds fly for the nest and the Bird Catchers try to tag them before they get there. When a bird is tagged, he goes to the cage, but if he gets to the nest before he is tagged, he is safe. After each kind of bird has been called, the game begins again with a new Bird Catcher.

Bull in the Pen - We make a circle with one player, the Bull, in the center. We all join hands with a good firm grip, because the Bull is going to try to break the circle by running through it. If he can do this, he runs as fast as he can, and we run as fast as we can right after him. Whoever catches him is the Bull the next time we play. Catching should be understood as tagging.

Story Plays and Mimetics - These activities are imitative movements of well-known activities occurring in daily or on special occasions. In these activities, the child imitates and impersonates incidents he has seen. He is a merchant, teacher, farmer, soldier, and so on. These experiences are good for the migrant child because it helps him identify with other people. As he plays various roles, he develops a better understanding of his world.

Have the children make up a story with actions. Some ideas might be cutting grass, the three bears, trip on a train, raking up leaves in the fall, Indians, on the farm, working in the fields, traveling, house, and Mother Goose stories. An enjoyable experience would be to take the children on field trips first and then incorporate experiences in stories to be acted out.

Mimetics may be done using airplanes, climbing stairs, follow the leader, galloping horses, ducks, different animals, and so on.

Catching, Throwing, Kicking Games - Many of the games in this classification require the basic skills of catching, throwing, and kicking. Every youngster possesses the basic urge to throw. Catching and kicking are skills that have been developed mainly through the types of games played by young and old alike. Examples: Dodge Ball, Hot Ball, Kick Ball, Baseball, Football, Basketball, Four-Square, Tether Ball.

Freeze It - Need one ball - a tennis ball, rubber ball, or volleyball. Ten to fifteen children may play at one time, either on the playground or in the gym. Object -- to keep from being a Ghost.

One player has the ball and starts the game by throwing it high in the air as he calls the name of another player in the group. This second player catches the ball, if he can, or fields it quickly while all the other players scatter. As soon as he has a good hold on the ball he calls, "Freeze it!" All other players must then stand still.

The one with the ball throws it at someone who is near enough to make a good target. He must hit him below the shoulders. The player who is the target may not move except to try to catch the ball. If he catches the ball, is hit above the shoulders, or is missed, the thrower is out. If he is hit below the shoulders or if he catches, but then drops the ball, he is out. Whichever player is out must start the game again by throwing the ball in the air and calling out the name of another player.

A player with three outs is a Ghost. He may play, but no one may call his name or throw the ball at him. Any player who forgets and does so gets an out.

Relays - This activity is very popular and is limited only by the imagination of the instructor. Literally hundreds of relay races are available and can be selected as to be appropriate for all age groups. These are water relays, ball relays, obstacle relays, to name a few.

Summary

Physical Education is an important part of the school program for children because their growing bodies must have a wide variety of physical activities. These activities help satisfy a growing child's needs for exercise, tension release, accomplishments, and general well-being.

SCIENCE

Philosophy and Purpose

General education in science is an important part of the educational structure, not so much for its practical values, but for its pure intellectual stimulation and enjoyment. There is an ever increasing impact of science and technology on modern civilization.

Science should be included in a curriculum for the migrant child. While the material may be ungraded there will be different levels, with flexible types of greater or lesser sophistication, depending upon the group of children. Bloom says there should be some growth of terminology with pupils demonstrating familiarities with a large number of words in their common range of meanings and ability to formulate appropriate hypotheses based upon an analysis of factors involved, and to modify such hypotheses in the light of new factors and considerations.

1. Students should develop a foundation in science that will be a permanent basis of their intellectual lives.
2. Students should learn how to carry out experiments properly and to understand the relation of investigation to general knowledge.

3. Students should be able to record changes on a chart, and be able to read and interpret such data.

4. Students should become familiar with a number of science terms, understanding their application to daily living.

5. Students should understand the difference between living organisms and non-living objects.

Relating Science to the Other Curriculum Areas & Suggestions for Integration

Science material may be integrated into other areas of study. For example, in the study of weather, pupils might write an original poem about wind, rain, and the moon. Art and music furnish many opportunities for related expression. Since integration is the process of using all pertinent material at the time a given subject is being studied, arithmetic and social studies can be used to develop understandings and fix knowledge.

Language and Handwriting ---

Compose stories about the life of people who live on the prairie.

Write original poems about animal life on prairie.

Discuss orally and write about the values of prairie animals and plants to man, community, and perhaps the nation and world.

Write and design book covers.

Arithmetic ---

Find the length of grazing and growing seasons of the area.

Make up story problems involving these facts.

Make a graph showing percentage of Kansas covered by prairies.

Social Studies ---

Contributions of prairie area to man in meeting his need for food, shelter and clothing. Consider this in the Indian Period and the days of pioneers and settlers, and at present.

Locate prairie areas in other parts of the world.

Discuss the effects of wind erosion on fertility of our soil.

Role of the Teacher

1. To initiate discussion of final evaluations.
2. To encourage pupils to explore some of their questions independently.
3. To build the curriculum around their natural curiosity.
4. To plan a variety of situations which will lead to discovery of science facts.
5. To be flexible and willing to improvise plans to meet the child's need.
6. To provide additional discovery situations for individual pupils who complete their assignments early or who show a special interest in the unit planned.
7. To pursue and maintain interest in a topic with the entire class.
8. To relate the science program to math, social studies, and language arts.

Suggested Activities, Projects, and Experiences

1. A child may tell of a trip and the finding of work in this area.
2. Interest may be developed by a picture of the prairie, prairie dog or wild flower placed on bulletin board.
3. A child may tell of seeing a prairie dog sitting up before the doorway of its home.
4. A child may tell of seeing cattle being driven across a prairie.
5. Children may research such questions as:
   a. What types of animals live on the prairie?
   b. How have prairie animals adapted themselves to their environment?
   c. Why are earthworms common to the area?
   d. How do plants and animals in a prairie area depend upon each other?
   e. What is being done to preserve this wildlife?

6. Make a chart showing helpful and harmful animals found in the prairie area of the community.

7. Maintain an indoor ant colony. (A large glass jar, sand, ants, etc.)

8. Mount specimens of insects found in a prairie area. Classify and label.

9. Make a chart of specimens of common grasses of the prairie.

10. Make a booklet of plant and animal life.

11. Set up and maintain a prairie terrarium. (lizard, etc.)

12. The prairie wildlife could lead into a study of vertebrates and invertebrates and many plant experiments.

13. If the area has a heavy rain and ponds are available, these could contribute to a study of some new plants and animals. A microscope would fit into this study for even very young children.

14. Older children might be interested in the state game and fishing laws and the reasons for their existence.

15. They could keep a calendar of the development of tadpoles.

16. Read stories about the life cycle of toads and frogs. Notice that they are similar.

17. Locate creeks and rivers in the area on a map.

18. Find out why settlers lived along creeks.

19. Filmed movies from the State Department of Health may be used as a basis for health. Children seem impressed with Jimmy Cricket of this series. To reinforce what he tells them about themselves, cut out and assemble a Jimmy Cricket animated paper toy.

20. Take children to the grocery store and the sales barn for visual concepts of food. In the lower grades teach the four food groups, the right kinds of food, and the foods that are acceptable for snacks. With the help of food

pictures from the Dairy Council, the children may be able to identify the four groups. Use the Sun, Plant, Animal, Food chain to help the children understand where our basic foods are, and what they are.

21. As an exemplary project, the children of the upper group may assemble Rockets. Kits may be bought from the Estes Company. These may be shot up into the air and recovered by parachute. This is a high interest project and serves three purposes. One, to give the children a first hand experience with science of lift, drag, force, and pull of the airplane and rocket flying. Two, to give the children the chance to read an instructoral diagram and assemble an object, and three: to give the children the experience of seeing their own product fly.

Be sure a person who is familiar with the launching helps with getting them into the air. Also prepare the children for the fact that they might fly too far to be retrieved again. Be sure to have enough time to explain the science that goes along with the making and flying of these. Children have seen and heard about rockets on T.V. Rockets are a part of their lives. This project should help to make them more meaningful.

22. In the upper grades, emphasis may be placed on the study of the body structure and the systems by which the bodily structure functions. Use models, diagrams, and live animals to help build the concepts. Disect a rabbit to show as many of the related organs as possible. Bone structure and muscle structure should be explained. A model of a skeleton, a brain, a heart, and a mannikin helps to build the desired concepts.

23. By the use of models show the parts of the human brain. Emphasize the portion of the brain that seats the emotions and feelings. By the use of a model smoking man, areas afflicted by the use of tobacco, drugs, and careless habits of health may be shown. Show the areas of sight, sound, smell, taste,

and feeling with regard to the brain and the central nervous system. The use of the motor nerves can also be emphasized.

24. In the lower grades use live animals as the basis for a study of the Mamal Phylum with vertebrates: birds, turtles, reptiles and fish can be included in the study. Concepts can be reinforced with a rhyme or verse about each animal, and an artifact that the children may make. Animals may be kept in the classroom such as the following: fish, squirrel, snake, turtles, and a salamander which changes from the early stages while it lives in water, to the mature adult stage while it lives on land.

25. A Sample Lesson on Weather.

From earliest times man has attempted to control the weather. Today, emphasis has changed to weather predictions.

Several hundred weather stations are located throughout the United States to collect and record pertinent weather information which is a valuable guide in directing man's activities.

Since weather does affect the activities of man, it is important in elementary science that we guide our pupils carefully in the study of weather conditions. The teacher should be ready to help prove scientific theories which pupils accept. Simple experiments will clarify and satisfy many questions that will come to the pupils' minds.

I. Weather forecasting.

A. Introduction

1. Who cares about the weather?

a. Airplane pilots do. (Wind blowing in right direction gives speedier trip. Thick cloud layers over airport may force them to change plans and land at another airport.)

b. Farmers care. (Spring rains get plants off to a fine start or spring frosts nip them overnight.)

c. You care. (You may have planned a picnic, or you may be riding on a plane.)

d. Everybody cares. (Truck drivers, sailors, umbrella sellers, everybody on earth looks up at the sky and wonders whether the day will be hot or cold, rainy or fair, calm or windy.)

2. Special government department - UNITED STATES WEATHER BUREAU - receives reports:

a. From airplanes

b. From other weather stations

c. From ships at sea

d. From all parts of country

e. From its many instruments

f. Forecasts weather from these reports

3. Learn to forecast some weather changes yourself. (Students will make mistakes, but they can have fun; and as they keep it up, they will get better and better at it.)

B. Observations: (Appearances of clouds)

1. Thunderhead - likely to bring a heavy rain that will soon be over.

2. Cirrus clouds - made of tiny ice crystals high in the air. Look like white plumes in the blue sky. Often mark a change in the weather, especially if they come after several fair days.

3. Stratus clouds - often follow cirrus clouds. Rain or snow is almost sure to follow.

4. Nimbus clouds - dark and low. Often follow stratus clouds and usually bring rain or snow.

5. Cumulus clouds - white and billowy and mark the end of rain or snow.

C. Experiments

1. Keep a chart of the cloud parades in the sky and see if the usual order of the parade is as listed above.

2. See what kind of weather each type of cloud does bring and enter results on chart.

II. Speed and direction of the wind mark weather changes.

A. Introduction - (Farmers, sailors and other old hands at the weather can tell a great deal by observing the speed and direction of the wind.)

B. Observations

1. North wind usually brings cooler weather.

2. South wind often brings warmer weather.

C. Experiments

1. Materials needed to build simple instruments that tell wind direction and speed

   a. Milk carton

   b. Two pencils

   c. Plastic tape

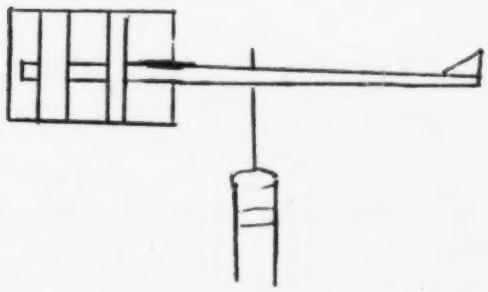
   d. Straight pins

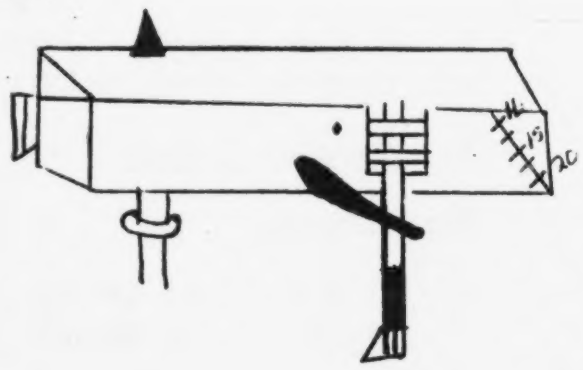
   e. Drinking straw

   f. Spool

   g. Three inch nail, thick as the drinking straw

Cut a piece 2" x 1½" out of bottom of carton. Attach this with plastic tape to one end of the straw. Slide nail into other end and fasten with plastic tape. Attach whole thing with a pin to eraser of a pencil. Push spool halfway down the other pencil. Then push pencil into carton at one end. Wiggle pencil to make hole large enough for a loose fit. Push pencil with the drinking straw into middle of carton as in picture.





Put a piece of paper on the side of the carton for the scale of the wind speed. Don't put any number on it. When a scientist builds an instrument, he does an experiment to find out where to put the numbers. Such an experiment is called calibrating the instrument. There are two ways to do this:

(1) Hold instrument as near as possible to an anemometer. (One can be found at the airport or a weather bureau office.) Find out speed shown by anemometer and mark that speed on the milk carton scale, at the place where the straw is pointing. Wait for the wind speed to change, then make another number according to the new wind speed, and so on. (2) Another way to calibrate the instrument is to hold it outside a moving car, while the driver keeps the car at a steady 5 miles per hour. Mark the number 5 at the place where the straw points. Then go 10 miles per hour to mark the 10 at the right place. Keep speeding up by fives until a speed is reached where the straw is almost level. This instrument is called a Pressure Plate Anemometer. The plate is the strip of cardboard attached to the straw. It is also a wind direction vane.

III. Air pressure can be measured.

A. Barometer

1. Introduction

a. Air bringing rain or snow presses less than air bringing dry weather

b. A barometer tells how heavily the air presses.

2. Experiments

a. Materials needed for barometer

(1) Large bottle
(2) Rubber stopper with hole in it
(3) Glass tube, at least 6 inches longer than bottle
(4) Cupful of colored water

Pour colored water into bottle to depth of an inch. Put tube through stopper and then through bottle. Lower end of tube should be ½" below surface of water. Press stopper in firmly. Blow bit of air into tube to make bubbles. Water should rise in tube about half way. Blow a few more bubbles to bring water still higher. Blow until water is 2" above the stopper. On a white card make a line 5" long. Mark off every ¼". Number marks 0 to 20.

Cut 2 slits in card and slip it over tube. Barometer is ready for work. Set it in a shady corner of the room and watch it closely. Check weather forecast every day and see if barometer shows a fall when good weather is coming or a rise when a storm is coming. Record difference in pressure each day.

IV. Humidity can be measured.

A. Hygrometer

1. Introduction

a. Turns blue in dry weather, pink when humidity increases

b. Materials to make

(1) Several spoonfuls of cobalt chloride crystals
(2) Several sheets of white unglazed paper
(3) Basin

Put cobalt chloride into basin, add warm water, and stir. Keep adding water until all cobalt has dissolved. Soak paper in solution. Lift out and drain. Let dry on plate or wax paper. Soak and dry sheets of paper until all solution has been used. Cut paper into interesting shapes and mount them on stiff paper. Watch them change color from day to day as humidity changes.

V. <u>Rain Gauge</u> helps in keeping a record of past weather.

A. Introduction

1. Louisiana has most rainfall of any state - yearly average, 55"

2. Nevada has least amount - yearly average, 9"

3. Average yearly rainfall found by adding actual amount of rain that has fallen each year for a number of years, and dividing by number of years.

4. Average for United States - 29"

5. Mt. Waisleale, Kauai, Hawaii, has 460" per year - most rainfall in any place in world.

B. Experiment

1. Materials needed for rain gauge
   a. Large jar or can
   b. Small straight-sided bottle
   c. A card
   d. Ruler

Pour water in large jar to depth of one inch. Pour this water into small bottle. Place card next to bottle and mark top of water line and bottom of water line. Divide this line into 10 equal parts. Each line will show one tenth of an inch of rain. Leave large jar in open to catch next rainfall. Pour it into small bottle and see what mark the water reached. Listen to weather report to see if your rain gauge recorded same as weather station.

VI. Dew point is the temperature at which the water vapor in the air will condense and form into droplets of water.

A. Introduction

1. To predict weather we need to know how much cooling the air needs to become cloudy.
2. If air is moist a light cooling will be enough to condense the water vapor into clouds.
3. If air is dry, it can cool a great deal without making clouds.

B. Experiment - Find how much temperature must drop before water vapor condenses.

1. Materials
   a. Shiny, empty tin cans
   b. Cracked ice
   c. Thermometer
   d. Slightly warm water

Fill a can three-fourths full of warm water. Take temperature of room and write it down. Put thermometer into water in can. Add few pieces of ice at a time and stir. Keep adding and stirring. Watch outside of can. Write

down temperature of water when mist begins to form on the can. This is the dew point. Suppose the room temperature had been 72 degrees when experiment was started and the water temperature was 60 degrees when mist began to form on the can. We could say that if the air temperature outside dropped 12 degrees, we could expect clouds to form, and continued condensation could bring rain.

VII. Keeping a record of the weather

A. Use a chart similar to the one below and record for a week or so.

B. Take recordings at the same time each day.

Date	Mar 24	Mar 25	Mar 26
Time	9:30	9:32	9:30
Temperature	70°	68°	60°
Barometer	steady	steady	steady
Humidity	4.5	5.0	5.5
Rainfall	0	0	0
Dew Point	60°	63°	65°
Wind Direction	West	SW	North
Wind Speed	8	12	10
Sky			
Clouds			
Forecast	fair	fair	rain

VIII. Weather is the upper air

A. Instruments for testing conditions in upper air

1. Balloons

a. Filled with hydrogen or helium gas

b. Find direction and speed of wind

c. Some carry radiosends to test pressure, temperature, and humidity of upper air

2. Radar

   a. Radio transmitter sends out invisible radio waves which reflect back when they meet raindrops or snowflakes.

   b. Radar receiver shows pattern on a screen.

   c. Radar operator can tell where storm is, probable size, and in what direction it is traveling.

3. Artificial satellites

   a. Weather stations traveling 18,000 miles an hour

   b. Contain instruments that measure temperature, pressure, sunlight, cloud cover, and other information.

IX. Long-range forecasting

   A. Scientists nearby and far away work together

   B. Extended Forecast Section is special section of weather bureau working on long-range forecasts

X. More things to do

   A. Make a list of weather words and their definitions

   B. Visit a weather station. Compare their instruments with your homemade ones.

   C. Take photographs of different types of clouds. Make a picture chart of different photographs with labels.

   D. Make a scrapbook of newspaper stories about unusual weather or about unusual effects of the weather.

   E. How to make rain -

      Hold a jar over the spout of a boiling teakettle and let the water vapor fill it. Since the jar is coller than the warm air, the drops of vapor will join together and make bigger drops. Pretty soon the drops will begin to fall out of the jar, and you will have a homemade rainstorm.

Summary

Almost all activities will start with the child's curiosity (this he was born with) and be carried out in small exploration groups. Active exploration on the part of the children is necessary if they are to learn, rather than memorize. Elementary science can be meaningful as well as full of fun.

SOCIAL STUDIES

Philosophy and Purpose

The fundamental concern of social studies is people. Man and his relationship with his social and physical environment and with his fellow man is the concern of social studies education. It should also be the purpose of social studies to show children who they are and why they are important. Social studies provides a natural setting for developing responsible citizens.

In order to fulfill these ideas, the social studies program should implement the following objectives:

To help improve the self-image of the child

To help overcome the language barrier

To bring about learning skills

To show how their cultural heritage has contributed to national development

To create the desire to become a self-supporting adult

To foster moral and spiritual values

To bring about personal involvement with immediate problems in their own lives.

Relating Social Studies to the Other Curriculum Areas

Social studies lends itself to many situations in which the child can use related learning in a functional way. It provides many opportunities for the use of skills learned from other curriculum areas. "There are reports to share, distances to measure, pictures to draw, plays to write, problems to discuss, songs to sing, and other activities that any group will plan and execute if given the opportunity and the leadership of an imaginative teacher."[7]

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[7] Jaralimek, John. Social Studies in Elementary Education. New York: Macmillan Company, 1967, p. 24.

The student should be able to see that everything that takes place or is brought about in social studies is directly or indirectly related to the other curriculum areas.

Role of the Teacher

The role of the teacher in social studies is of upmost importance. He must be a pace setter in the classroom, providing goals which will challenge the migrant student. Too often, too little is expected of the migrant student. The teacher himself should be a model for the student. The student needs someone to look up to and follow. To be an effective teacher, he must also be understanding of the migrants' problems. Becoming familiar with the migrants' culture and his plight in a foreign society would be beneficial to any migrant teacher. One of the primary goals of a migrant teacher would be to instill confidence in the student. Many times, a lack of confidence limits the achievements of the migrant student. The social studies teacher must also be a resource person. Because of the unique problems of the migrant child, the teacher must provide many types of learning activities to accomplish the objectives of the social studies program.

Inquiry-Oriented Program ---

Problem solving is the most basic method in social studies instruction. Children ask questions and form ideas and judgments. They compare, contrast, and analyze. Later they relate, coordinate, and integrate ideas. This leads to making value judgments, decisions, and policies. Problem-solving is based on a recognition of the fact that teaching is not telling.

Unit Approach ---

The main structural elements of the unit are the objectives, the problems, and activities, and the evaluation techniques. A unit plan is similar to a lesson plan, only it is a much broader concept. The Dictionary of Education

defines the unit as "an organization of learning activities, experiences, and types of learning around a central theme, problem, or purpose developed cooperatively by a group of pupils under teacher leadership."

Suggested Activities, Projects, and Experiences.

Food

Grinding wheat and corn
    making hominy
    preparing parched corn
Making butter, cheese, ice cream
Beverage processes for cocoa, tea, milk, coffee
    constructing a coffee mill
Processing sorgum, sugar beets, honey
Comparison of historical and modern food processes
    mixing food by hand -- then by electric mixer
Making salt
Preparing food utensils
    making clay bowls
    preparing gourd utensils
    carving wooden trenchers, spoons

Clothing

Wool: shearing, washing, picking, spinning, etc.
Cotton: seeding, carding, spinning, dyeing
Flax: harvesting, spinning, dyeing
Silk: care of solk worms, unwinding cocoons
    arranging designs
    constructing a box loom
Dyeing with natural and commercial dyes
Tanning leather
    making moccasins
Making soap

Shelter

Making models of historical and cultural shelters
    Adobe houses
    Log cabins
    Hogans
    Sod houses
Making buildings of wooden or cardboard boxes
Making bricks
Experimenting with mixing and use of concrete
Dipping and molding candles

Transportation and Power

Construction of basic transportation models:
- trucks
- wagons
- carts
- water wheel

Communication

Preparing paper, parchment
Fashioning quill pens, styluses
Making ink
Preparing a telegraph set
Making tin can telephones
Making primitive musical instruments
- drums
- whistles
- stringed instruments

Geography

Making maps
Tracing migrant routes
Preparing map of sugar beet route (from field to refinery, to wholesaler to store, etc.)

Trips and Follow-Up Activities

Grocery Store
Experiment Farm
Packing plants
Dental clinic
Zoo
Oil field drilling operations
Dairy, plant, milk processing
Telephone Office
Fruit Farm
Sugar beet field and refinery
Miniature golf course
Cement factory
Hay processing plant
Grain elevators
Water softening plant
Swimming pool
City water wells
Banks
Auto agency

Interviews with people of the old country in reference to customs, beliefs, and culture. Art projects showing different types of artifacts used by people of their culture. Talks by people of the same race who are able to tell the advantages of education.

Summary

The social studies has great opportunity in helping migrant children understand and cope with their problems, to establish and accomplish goals, and make a contribution for themselves and others in the society. Efforts must be made to meet the tremendous potential that awaits development.

CHAPTER IV

CONCLUSION -- A LETTER

June 24, 1971
Sharon Springs, Kansas

Dear Dr. Dobbs:

It's been too long since I talked to you about some of the successful things we have done in this Elementary Library with the Migrant children.

This summer, we have used a great deal of the Bi-lingual materials and invariably the students express a preference and appreciation for the Spanish version of the records and have made some use of the books that are in Spanish or in English and Spanish. We usually play both versions of the records while we are showing the accompanying filmstrips to make sure that everyone is given an even chance when it is discussion time.

The nine-year-olds have been the shining light in discussion and in sharing ideas. Their teacher is a Bi-lingual girl who teaches in El Paso and she, too, is a shining light. She uses the experience chart approach and has made avid followers of most of the other teachers. One of her students was having quite a time distinguishing truth from fantasy in our discussions, so I suggested (per your teaching) that he should really tell us when he was making up stories so that we could know that he was practicing to be an author.

The following day he and his class came to the library with Isabel's version of a hippopotamus swallowing his little brother. It had a slight resemblence to the "Jonah and the Whale" story so when he proudly read his first "literary" effort and introduced it as such, his classmates and his teachers expressed their appreciation and respect for Isabel's talent. Needless to say, just as you told us in class, Isabel is now important for the thing he does best, and realizes that he is telling stories which his classmates enjoy.

When we use filmstrips, we always try to have a follow-up discussion time in which we encourage pupil reaction and experience sharing. These kids have had some pretty wonderful times together. One eleven-year-old opened up and told his class all about bank line fishing the other day. He has been here two years and has been noted for his poor behavior and lack of communication. His reading teacher is now helping to find books to capitalize on this expressed and understood interest.

A very interesting idea from The Reading Teacher for March, 1970, on Ashton-Warner's key vocabulary for the disadvantaged has set a lot of activity going. I began working with a modified version of this plan with the eight-year-old students and they love it. They choose the words they want to learn and then with my aides and their teachers working as rapidly as we can, we make a Master word to file as a permanent record and for them to work with as a group. We also make each of them a wallpaper backed copy of their words, and cover them with clear contact. They attach these words to a braided yarn necklace (for the girls) and a belt for the boys, and we've watched them testing each other and trading words of their own for others to learn new ones. The life-guards at the swimming pool have told me that this is one of their belongings that they take very good care of.

Some of the records which have gained a good response from our students are:

Teaching children values (through unfinished stories) by Dorothy B. Carr. LP No. 701 Educational Activities, Inc.

Who Said It? (A teaching aid in communication) by Ernest Siegel. Lp No. 703 Educational Activities, Inc.

Folk Songs of Mexico. Sung by Alfonso Cruz Jimenz with guitar. FW 8727 Folkways Records

Pancho, Johnny Crow's garden, White Snow, Bright Snow and Magic Michael by Weston Woods Studios, 106

John Ciardi reads from Spoken Arts "You read to me, I'll read to you." SA 835.

Books with Records:

Bozo under the Sea
Pinocchio
The Arabian Nights
Cinderella
Uncle Remus
Winnie the Pooh
From the Mixed-up Files....

Sound Filmstrips:

Los Tres Osos (The Three Bears)
Caperucita Roja (Little Red Riding Hood)
Dona Cigarra Y Dona Hormiga (The Ant and the Cricket)
Dona Zorra Y Dona Ciquena (The Fox and the Stork)

English and Spanish Recordings:

El Senor Fizbee Y La Pequena Trops (Mr. Fizbee and the Little Troop)
El Senor Brown Y El Senor Gray (Mr. Brown and Mr. Gray)
Lo Que Maria Josephina Comparito (What Mary Jo Shared)
Lo Que Maria Josephina Deseaba (What Mary Jo Wanted)

Some of the new books we have used this year are:

The Wise Rooster (El Gallo Sabio, by Mariana Prieto)
An old-world Christmas legend retold in English and Spanish side by side

La Fiesta by Sesyle Joslin (In Spanish)

Gilberto Y El Viento by Marie Hall Ets (In English and Spanish)

Curious George Flies a Kite by Margaret Rey (In English and Spanish)

The Story of Ferdinand by Munro Leaf (In English and Spanish)

The Bull that was Terrifico by Karel Jaeger (English)

Como es la Luna? por Franklyn M. Branley (Spanish)

Tu piel y la mis por Paul Showers (Spanish)

One Luminaria for Antonio by Flora Hood (Spanish a see and read book)

Pelo lacio, Pelo Rizo por Augusta Goldin (Spanish and English)

We've used all the regular library books that the children chose and have read many which I have found good to promote action, discussion, and participation with the regular school children.

This is very sketchy, but I hope it will give you some idea of the Library program here this summer.

I think all goes well. The field trips have begun and we had a full length movie, complete with popcorn for all the children from the age of four, up; yesterday. This is the same age range as are the children who come to the Library every day.

We've also made good use of Bell Telephone films, and slides from the USDA. We showed "Wagons Ho!" today and there is some planning for a visit to a night-time round-up of this caravan, if possible.

We have a great bunch of kids, not as many as last year, but returnees from former years.

Best always, and if you get to Sharon, I'd like to hear from you.

Hazel Merritt

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Firemen at work

Food Getting Among Animals, 16mm 13 minutes, Lawrence, Kansas: Bureau of Visual Instruction.

Food That Builds Good Health, 16mm 11 minutes, Lawrence, Kansas: Bureau of Visual Instruction.

Food, The Color of Life, 16mm film, Association Films, Inc, 1621 Dragon Street, Dallas, Texas 75207

Gateway to Health

Getting Ready for Bed

Getting Ready for School

How A Hamburger Turns into You, 16mm film, Association Films, Inc., 1621 Dragon Street, Dallas, Texas 75207.

I'm No Fool Having Fun, 8 minutes. Stress importance of observing safety rules.

Johnny Appleseed

Keeping Well and Happy

Kinds of Teeth

Let's Play Fair, 16mm 11 minutes, Lawrence, Kansas: Bureau of Visual Instruction.

Let's Play Safe, 10 minutes. Demonstrates use of equipment.

Little Elephant Catches Cold

Mother Mack Trains Her Seven Puppies, 16mm 11 minutes, Lawrence, Kansas: Bureau of Visual Instruction.

Our Food Comes From All Parts of the World

Pesky the Cold Bug

Play Safely, 10 minutes. Shows car, bike, bus, and school safety.

Playground Safety, 16mm 11 minutes, Lawrence, Kansas: Bureau of Visual Instruction.

Rhythm in the Zoo, 13 minutes. Provides stimulus for creative rhythms.

Safe Living at Home, 16mm 10 minutes, Lawrence, Kansas: Bureau of Visual Instruction.

Safe Living at School, 16mm 10 minutes, Lawrence, Kansas: Bureau of Visual Instruction.

Safe Play on School Grounds, Filmstrip, Jamaica, New York: Eye Gate House, Inc., 1971.

Squirrel in Trees, 5 minutes. Teaches new games.

Structure of the Tooth

Take Care of Your Health, Filmstrip. Jamaica, New York: Eye Gate House, Inc., 1971.

The Big Dinner Table, Filmstrip, Dallas, Texas: Association Films, Inc.

The Ears

The Eyes

The Fire House

The Food We Eat

The Origin of Fire, Filmstrip. Jamaica, New York: Eye Gate House, Inc., 1971.

The Story of Bread

The Story of Fruits and Vegetables

The Story of Meat

The Story of Milk

Three Deep, 5 minutes. Uses good techniques for teaching.

Uncle Jim's Dairy Farm. Filmstrip. Dallas, Texas: Association Films, Inc.

What Johnny Eats, 16mm film. Topeka, Kansas: State Department of Health.

What's Good to Eat? Filmstrip. Dallas, Texas: Association Films, Inc.

What's on our Food?

Worker for Health

Your Ears and Hearing. Filmstrip. Jamaica, New York: Eye Gate House, Inc., 1971

Your Eyes, Filmstrip. Jamaica, New York: Eye Gate House, Inc., 1971

Your Teeth, Filmstrip. Jamaica, New York: Eye Gate House, Inc., 1971.